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# The Perceived Trust of Elementary and Middle School Principals and Leadership Attributes in an Abbott District in New Jersey

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THE PERCEIVED TRUST OF ELEMENTARY AND  
MIDDLE SCHOOL PRINCIPALS  
AND LEADERSHIP ATTRIBUTES  
IN AN ABBOTT DISTRICT  
IN NEW JERSEY

By

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Submitted in partial fulfillment of the  
Requirements for the Degree of Doctor of Education  
Seton Hall University  
2008

**SETON HALL UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**OFFICE OF GRADUATE STUDIES**

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## ABSTRACT

### The Perceived Trust of Elementary and Middle School Principals and Leadership

#### Attributes in an Abbott District in New Jersey

by Eva M. Ogens

Decades of research have well established the significance of a principal's leadership (Farkas, Johnson, et al, 2001, Marzano, 2005, Leithwood (1992, 1999) and his/her impact on school improvement and reform, change implementation, job satisfaction, school climate, teaching, learning, and achievement. Leadership is strongly related to a school's mission and goals, its school and classroom climate, students' opportunities to learn, attitudes of teachers, and organization of curriculum and instruction (Marzano, 2003).

The need for developing transformational leadership skills has never been greater considering the globalization of markets, the increasing diversity of workplaces, and the emphasis on an organization's ability to compete. (Cascio, 1995b).

Interpersonal trust between leaders and their team members is particularly important for team performance in schools which rely on open communication, sharing of ideas, interdependence, and creativity for success. Although leaders are believed to play the primary role in establishing and developing trust, there has been little empirical work exploring the relationship between leadership practices and trust (Gillespie, 2001).

Using the Multifactor Leadership Questionnaire (Bass and Avolio) and the Omnibus T Scale for Trust (Hoy), this study investigated the following research

questions: 1. What attributes of leadership (transactional, transformational, or laissez faire) are perceived by teaching staff members and how do these leadership attributes impact the perceived trust of the principal? 2. To what extent, if any, does a relationship exist between perceived trust and transformational leadership attributes of the school leader? 3. How do these leadership attributes compare with the normative sample of the leadership instrument, and how does school district environment possibly play a role? 4. How can school leaders engender trust, improve relationships, and improve the perceptions of their leadership skills?

The results indicated that the principals in this district were perceived to be above average in idealized influence, a characteristic that is key to transformational leadership. Principals perceived their leadership attributes as above the normative sample mean. There was a positive, though not strong, relationship between trust and leadership. The relationship between trust and leadership deserves further investigation, as the results were contrary to the author's expectations. Practical suggestions for building trust are discussed.

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## DEDICATION

I am dedicating this work to my son and daughter, Alexander and Elena, my parents, and to my friends. I hope I have been a role model and have inspired my children to always pursue their dreams and to continually seek knowledge. I thank my friends who encouraged me along the way. My parents, who were both immigrants, understood and instilled in me the love and value of education. My dad, although he passed away nine years ago, always told me he was proud of me. I wish he was still here to see this achievement. My mom, who always worries about me, could never understand quite what a “dissertation” is.

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The perceived trust of elementary and middle school principals and leadership attributes  
in an Abbott district in New Jersey

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## Chapter I

### INTRODUCTION AND OVERVIEW

#### Introduction

The last two decades of effective schools research, which investigated the characteristics of successful schools, concluded that the principal's leadership is a key component in school effectiveness. In 1981, Lipham concluded that "there are no good schools with poor principals or poor schools with good principals." Wilkes (1992) stated that the principal is the most powerful and pivotal force behind educational change. Clark, (2003) in her dissertation cites Boyer (1983): "In schools where achievement was high and where there was a clear sense of community, we found, invariably, that the principal made the difference." ( p. 12)

Fullan (1982, 1993) emphasized the necessary involvement of the principal in the processes of implementation. Rosenholtz (1985, 1989) noted the critical role of the principal in school improvement. The principal's ability to foster and achieve a school culture that enables collaboration, mentoring and other preconditions for effective teaching and learning were noted by Beare (1989).

As far back as the 1970's, a U.S. Senate Committee report on Equal Educational Opportunity identified the principal as the single most influential person in a school:

In many ways the school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for

teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost point to the principal's leadership as the key to success. (p. 56)

A recent Public Agenda report (Farkas, Johnson, Duffett, Foleno, & Foley, 2001) shows that public school superintendents and principals believe that leadership is the most essential factor in improving U.S. schools and districts. Nearly 7 in 10 superintendents (69 percent) and principals (68 percent) believe that with the "right leadership, even the most troubled school districts can be turned around" (p. 7).

Leadership could be considered the single most important aspect of effective school reform (Marzano, 2003). Marzano cites much research that indicates that leadership strongly relates to a school's mission and goals, its school and classroom climate, attitudes of teachers, organization of curriculum and instruction, and students' opportunities to learn (Marzano, 2003).

Additional studies have recognized that the role of the principal is ever changing, evolving, and growing. Longloy (2006) cites Fullan (1993, Leithwood Begley, and Cousins, (1992), and Seriovanni (1995) in stating that the job of

today's principal is different from earlier descriptions. No longer is the principal the strong-armed manager who keeps everyone in line (Cushman, 1992). Beck and Murphy (1993) created a list of metaphorical phrases to illustrate the role of the principal in each decade. These included "scientific manager" (1930's), "theory guided administrator" (1950's) "bureaucratic executive" (1960's), and "instructional leader" (1980's). In 1996, Lashway called principals "facilitative leaders" because they build teams and create networks (Lashway, 1996). Wilkes (1992) identified a variety of roles that the principal must play in order to achieve successful change. These include the role of visionary, enabler, role model, and motivator.

School leadership continues to be an evolving concept. In the first half of the 20<sup>th</sup> century, school leadership was accepted as primarily a middle-management function executed by male principals in schools of mostly female faculty and staff. (Biklen, 1995, and Shakeshaft, 1989, as cited in Donaldson, 2001). Important decisions were made from "above" the school level and a good school leader ran a tight but humane ship (Donaldson, 2001).

The word "leadership" rather than "administration" did not come to be widely applied to schools until the 1970's and 1980's (Cunningham, 1990, cited in Donaldson, 2001). Considering how young the field of educational leadership is, it is not surprising to find a definition for leadership that "has come to mean all things to all people." (Rost, 1993, cited in Donaldson, 2001).

The most popular theme in education leadership over the last 20 years has been instructional leadership. According to Leithwood, Jantzi, and Steinbach

(1999, as cited in Marzano, Waters, and McNulty, 2005), instructional leadership is one of the most frequently mentioned leadership concepts in North America, yet the concept is still not well defined. (Marzano, et al., 2005).

Wilma Smith and Richard Andrews (1989) described four dimensions, or roles, of instructional leadership: resource provider, instructional resource, communicator, and visible presence. (Smith and Andrews, 1989).

Leithwood, Jantzi, and Steinbach (1999) linked instructional leadership to transformational leadership because "it aspires, more generally, to increase members' efforts on behalf of the organization, as well as develop more skilled practice (as cited in Marzano, 2005, p.19).

"School leadership's function, then, is to mobilize people to change how they themselves work so that they can collectively serve better the emerging needs of children and demands of society." (Donaldson, 2001).

Lashway (1996) describes various strategies that give principals options in gaining the cooperation of followers in accomplishing organizational goals. One of these is transformational strategies that rely on persuasion, idealism, and intellectual excitement, motivating employees through values, symbols, and shared vision (Lashway, 1996). Principals shape school culture by listening carefully for "the deeper dreams that the school community holds for the future" (Lashway, 1996). In the process, they play the roles of historian, poet, healer, and "anthropological detective" (Deal and Peterson, as cited in Lashway, 1996).

Kenneth Leithwood (1993, as cited by Lashway, 1996) adds that transformational leaders foster the acceptance of group goals, convey high



performance expectations, create intellectual excitement, and offer appropriate models through their own behavior. “The transformational leader moves the follower beyond self-interests and is charismatic, inspirational, intellectually stimulating, and/or individually considerate” (Bass, 1998).

Transformational strategies have the capacity to motivate and inspire followers, especially when the organization faces major change. They provide a sense of purpose and meaning that can unite people in a common cause. (Lashway, 1996). Evidence has accumulated that transformational leadership can move followers to exceed expected performance (Bass, 1998).

A study done by Cora Lee Ames-DeBraux (1998) investigated whether key leadership characteristics identified in Effective Schools Research were instrumental in the case of one visionary leader who implemented institutional reforms and educational change in a low-income elementary school noted for its academic success. The results of her study supported Bass and Avolio (2004) as well as Bennis and Nanus (1985) that transformational leaders have followers who have trust in them to overcome any obstacle, and that transformational leaders direct the energies of their organizational members toward a common vision through the trust placed in them based on observations of their skill and consistency in word and action (Ames-DeBraux, 1998).

“The issue is...finding a way to be successful in defining the essential purpose of teaching and learning and then empowering the entire school community to become energized and focused. In schools where such a focus has been achieved, we found that teaching and learning became transformative for

everyone.” (Sagor, 1992, p. 13).

The necessity of effective leadership, not only in education, but in politics and business, is becoming more important in a flattening world. Developing the continuous potential of one’s workforce is considered a prerequisite for remaining competitive (Avolio, 2004; Cascio 1995a). The reliance of developing transactional leadership styles will clearly fall short of the leadership challenges facing most organizations today. Friedman (2006) says that wealth in the age of flatness will increasingly gravitate to those countries who accomplish three things successfully: connect the infrastructure to connect as efficiently and speedily as possible with the flat world platform; provide the right education programs and knowledge skills to empower more people to innovate and do value-added work on that platform; and have the right governance that facilitates the right tax policies, the right investment and property laws, the right support for research, and most of all the right *inspirational leadership* (italics added) to enhance and manage the flow with the flat world (Freidman, 2006).

With the globalization of markets, the increasing diversity of workplaces, and the emphasis on time as a critical element in an organization’s ability to compete, the need for developing transformational leadership skills has never been greater (Cascio, 1995b). Cascio states that “...today’s networked, independent, culturally diverse organization requires transformational leadership” (Cascio, 1995b, p. 930).

Due to the changing nature of organizations and their employment patterns and work relationships (e.g. virtual teams, flatter hierarchies), as well as the

markets and social and political environments within which they operate, trust has been accorded greater significance in recent years (Dietz, Gillespie, Saunders and Skinner, 2003).

In addition to motivation and inspiration, recent research in organizational development recognizes the importance of building relationships through trust within an organization to maintain its effectiveness (Gillespie and Mann, 2000). “...No organization can take place without interpersonal trust, and no organizational leader can ignore the powerful element of trust” (McAllister, 1995, and Fairholm, 1994, cited in Gillespie and Mann, 2000, p. 3). “Unless one is perceived to be trustworthy it is difficult to retain the loyalty of followers or to obtain cooperation and support from peers and superiors” (Yukl, 1998, p. 247).

Trust is the basis of all relationships. Trust enables relationships to develop and flourish. Trust is primarily established and developed through an organization’s leader. The area of human relations is crucial for effective leadership (Bulach & Peterson, 1999). Trust, communications, and listening skills are essential components of building trust. Saxl, Miles, and Lieberman (1989, as cited in Bulach, 1999) stated that building trust is the most important skill leaders need to improve organizations. According to MacNeil, Spuck, and Ceyanes (1998), the principal’s trustworthiness is as important, or even more important, than their leadership skills. “In the absence of trust, it does not matter what the principal’s leadership skills or personal competence may be, trust must be established first” (MacNeil, Spuck, & Ceyanes, 1998, p. 4).

Covey (2003) agrees when he states, “Trust-or the lack of it- is at the root of success or failure in relationships, and in the bottom-line results of business, industry, education, and government” (p. 31). He continues “...if there is little or no trust, there is no foundation for permanent success” (p. 17).

“Trust is the social glue that binds commitment and promotes action to produce results. Without it, you can’t win” (Bennis & Goldsmith, 2003, p. xvi).

Donaldson (2001) states that leadership is a *relational, not an individual*, phenomenon. Fullan (2001) states “Relationships are crucial” (p. 49). Leadership, therefore, depends on the interpersonal networks developed among members of the group. Therefore, leaders must foster openness and trust so that members can influence and willingly be influenced by each other. “We cannot overemphasize the importance of encouraging openness and valuing dissent. Leaders generate trust by including key stakeholders in making decisions about the future” (Bennis & Goldsmith, 2003, p. xvi).

### Statement of the Problem

There is much agreement that the school principal is an important factor, if not the most critical element in a school’s effectiveness as far as teaching, learning, school climate, and accomplishing goals. In fact, “there is a general belief that good school principals are the cornerstones of good schools and that without a principal’s leadership student achievement cannot succeed” (DiPaola & Tschannen-Moran, 2003, p.43.) During the past decade, states, universities,

foundations, and localities have launched initiatives to recruit and train better principals (Mazzeo, 2003). Principals have a “powerful, if indirect, influence on teaching quality and student learning” (Mazzeo, 2003, p. 1).

Efforts to improve school leadership are warranted. Research confirms a limited supply of talented individuals to lead schools and suggests that many current and potential principals lack the skills necessary to lead today’s schools (Mazzeo, 2003). A report issued in 2001 found that 29 percent of superintendents believed the quality of principals has declined measurably (Farkas et al., 2001). Perhaps this is due to the changing nature of the principal’s role from manager to instructional leader whose focus is now on teaching and learning (Mazzeo, 2003).

When all levels of managers, project leaders, and students around the world were asked to describe the characteristics and behaviors of the most effective leaders they had worked with in the past, they described leaders who had the greatest influence on them as inspirational, intellectually stimulating, challenging, visionary, development oriented, and determined to maximize performance (Avolio & Bass, 2004). These descriptions also included “charismatic” and all of these characteristics are associated with transformational leadership. How does a principal work toward goals to strengthen teaching and learning? “School success also involves learning and cultivating relationships. Relationships provide the support that teachers need to come together as a community of practice” (Sergiovanni, 2001, p. 40).

The central importance of trust for human and group relations has been well established in the literature.

Indeed, trust is understood to underpin the very foundation of society and civilisation (Fukuyama, 1995; Putnam, 2000). It has been portrayed as a central element in the moral economy of contemporary organisations, both internally between management and workers, and externally between collaborating organisations (Wang & Clegg, 2002). Within the context of work, the activity that occurs within and between organisations is affected by the quality of the relationships between the parties involved. Extant research and theory highlights how trust facilitates effective organizational performance; enhancing cooperation among disparate parties, facilitating change, learning, innovation, and knowledge creation, enabling open information sharing, problem solving, commitment and job satisfaction, as well as a range of individual, group and organizational performance outcomes (e.g. Zand, 1997; Rousseau et al, 1998). In sum, relationship-building, maintenance and repair are increasingly recognised as key to organisational success, and are therefore critical processes for organisations to understand and enhance. (Dietz, et al, 2003, Paragraph 1.)

Trust is the basis of all relationships. When trust declines, the relationship deteriorates. Since relationships are critical in achieving school goals, therefore trust within the school between the principal, faculty, parents, and students is worth examining. What role trust plays in relationship to transformational leadership is also worth investigation.

### Purpose of the Study

The purpose of this study is to investigate the relationship between perceived trust of the principal and leadership attributes on the part of the principal. Transformational leadership attributes such as idealized influence, inspirational motivation, individual consideration, and intellectual stimulation are of special interest. Finally, strategies for enhancing transformational leadership attributes and engendering trust will be considered.

### Research Questions

This study will investigate the influence of principal leadership attributes and perceived faculty trust of the principal. The following questions will be addressed.

What attributes of leadership (transactional, transformational, or laissez faire) are perceived by teaching staff members and how do these leadership attributes impact the perceived trust of the principal?

To what extent, if any, does a relationship exist between perceived trust and transformational leadership attributes of the school leader?

How do these leadership attributes compare with the normative sample of the leadership instrument, and how does school district environment possibly play a role?

How can school leaders engender trust, improve relationships, and improve the perceptions of their leadership skills?

### Significance of the Study

“Interpersonal trust between leaders and their team members is particularly important for team performance in modern knowledge-based organizations which rely on open communication, sharing of ideas, interdependence and creativity for success. Although leaders are believed to play the primary role in establishing and developing trust, there has been little empirical work exploring the relationship between leadership practices and trust.” (Gillespie, 2001, Paragraph 1)

Friedman (2006) believes that in a flat world, where complex problems are solved by people who are connected horizontally, a high-trust society is an advantage. A high-trust society is one in which people know what to expect and can count on a framework of rules and principles to govern their personal and business lives. They agree on a set of norms, values, laws, and institutions which in turn creates predictability and confidence, which then creates trust. (Friedman, 2006, p. 320) “The more people trust each other or their leaders, the more likely



they are going to work well together” (Seidman, as cited in Freidman, 2006, p. 320).

It would follow that in schools, which rely on communication, team work, creativity, and idea sharing, that trust is a necessary component. Just as a society can agree on laws and principles that create predictability, confidence, and trust, school teachers look to their leaders for consistency, predictability, and follow through on promises, which then create trust.

Gillespie (2000) posits that followers’ trust in their leader may be most influenced by their perceptions that the leader has considered their interests and welfare when making important decisions. The opportunity for followers to voice their opinions, needs, and concerns and hence have greater influence and control over their work environment is likely to reduce their feelings of risk and uncertainty and thus builds trust in their leader. Gillespie (2000) cites other researchers such as Korsgaard, Scheweiger and Sapienza, (1995) and Organ (1988), who have also proposed that the leader's practice of consultative decision-making processes strongly influences followers’ trust in their leaders.

This study will examine relationships among trust, leadership styles, and transformational leadership.

#### Limitations of the Study

The potential limitations of the study include the following

The surveys will be completed on a voluntary basis. Answers given by participants in the survey will be assumed to be truthful.

The district factor group (Abbott) could be limiting in that the data may not apply.

The principals and faculty are not all at the same levels of experience.

Respondents come from a variety of educational backgrounds.

The study will investigate the relationship between trust and leadership style based upon two instruments, the Omnibus-T scale (Wayne K. Hoy, 2006) and the Multifactor Leadership Questionnaire (Bass & Avolio, 2004). “Perhaps no questionnaire can be regarded as perfect or ideal for soliciting all the information required, and in fact, most have inherent advantages as well as flaws” (Rea & Parker, 1997, p. 33)

The questionnaires are based upon the respondents’ *perceptions*, that is, their “personal reality” (Kaufman , Guerra, & William, 2005).

Many respondents do not use email.

The website was changed by the Seton Hall Technology Department in the middle of the survey window and participants could not access it.

#### District Information

The Jersey City Public School District, is a state-run Abbott district. Several schools in Jersey City Jersey have met Annual Yearly Progress (AYP) requirements for *No Child Left Behind* while others are in need of improvement. Whether a school operates effectively or not increases or decreases a student’s

chance of academic success (Marzano, 2005). Since research shows that the principal's leadership is significant in terms of school success and student achievement, perhaps the style of leadership and perceived trust of the principal could be factors in individual school success.

### Delimitations of the Study

The potential delimitations of the study include the following.

The number of participants willing to complete the surveys.

The study will be limited to one district factor group in New Jersey which is an Abbott district.

The study will be limited to preK-8, preK-5, preK-6, and middle schools (grades 6, 7, and 8 or grades 7-8) schools in an urban setting.

### Definition of terms

*Abbott district:* In the Abbott II (*Abbott v. Burke*, 1990) decision, the NJ Supreme Court found the education provided to urban school children inadequate and unconstitutional. In this and subsequent rulings, the Court ordered remedies to assure these children a constitutional education. The remedies include standards-based education supported by adequate foundation funding; supplemental K-12 programs; universal preschool education; school facilities improvements; and accountability measures. The Abbott II ruling limited these remedies to a class of school districts identified as "poorer urban districts" or "special needs districts." In 1997, these districts became known as "Abbott districts"(<http://www.edlawcenter.org/ELCPublic/AbbottvBurke/AbbottDistricts.htm>).

*Trust:* “Trust is an individual’s or group’s willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open. There are three dimensions of faculty trust—trust in the principal, trust in colleagues, and trust in clients (students and parents). Vulnerability, benevolence, reliability, competence, honesty, and openness characterize each of these dimensions of trust” (Wayne K. Hoy, 2006).

*Leadership:* “Leadership is an activity mobilizing people to do something” (Heifetz, 1994, p. 107). “A leader is an individual (or, rarely, a set of individuals) who significantly affects the thoughts, feelings, and/or behaviors of a significant number of individuals. Most acknowledged leaders are “direct.” They address their public face-to-face. But I have called attention to an unrecognized phenomenon: indirect leadership. In this variety of leading, individuals exert impact through the works that they create.” (Gardner, 1995, p. ix).

Warren Bennis's (1999) definition of leadership is focused much more on the individual capability of the leader: “Leadership is a function of knowing yourself, having a vision that is well communicated, building *trust* (*emphasis- the author*) among colleagues, and taking effective action to realize your own leadership potential.”

Leadership is more, if not much more, influence than position (Maxwell, 2006).

Leadership elevates followers to a higher moral level (Burns, 1978). However, not all charismatic leadership is authentic transformational leadership. (<http://www.wright.edu/~scott.williams/LeaderLetter/character.htm>) Leaders such as Adolph Hitler and Osama bin Laden were able to inspire their followers. However, they violate trust and ultimately bring harm to their followers. They lack character and act immorally.

*Principal:* The principal is the chief administrator in a school.

*Transformational Leadership:* A way of leadership which is more developmental and constructive for both individuals and the organization. Transformational leaders act as role models encouraging employees to be innovative and thus achieve a collective vision. This view of leadership tries to restore the idea of leaders possessing special gifts and abilities. The transformational leader is the leader who is able to energize, align, and excite followers by providing a compelling vision of the future. (<http://www.oup.com/uk/booksites/content/0199253978/student/glossary/glossary.htm> and <http://www.devon-cornwall.police.uk/v3/help/glossary.htm>)

*Transactional leadership:* This is based on an exchange of services (transaction) for various types of rewards, such as salary, that the leader controls, at least in part. It is based on contingency, and assumes that people are motivated by reward and punishment, which are contingent upon performance. Transactional leadership seeks to influence others by exchanging work for wages,

but it does not build on the worker's need for meaningful work or tap into their creativity (weLead, 2003).

*Perception:* The process whereby information about one's environment, received by the senses, is organized and interpreted so that it becomes meaningful. Synonyms: realizing, understanding, awareness, recognition, insight. Perception is "personal reality" (Kaufman et al., 2005).

*Leadership Styles:* In Table 1, leadership styles are listed.

Table 1. *Leadership styles*

The Leadership Styles
I. Transformational Leadership
a. Idealised (Attributes)
b. Idealised (Behaviours)
c. Inspirational Motivation
d. Intellectual Stimulation
e. Individualised Consideration
II. Transactional Leadership
a. Contingent Rewards
b. Management-by-exception(Active)
c. Management-by-exception (Passive)
III. Non-Transactional Leadership
a. Laissez-Faire
IV. Outcomes of Leadership
a. Extra Effort
b. Effectiveness
c. Satisfaction
Source: ( <a href="http://www.transformasia.com.au/article-003.html">http://www.transformasia.com.au/article-003.html</a> )

## Chapter II

### REVIEW OF THE LITERATURE

#### Overview

The section will present current literature on trust in organizations, measures of trust, and its relationship to character. Leadership will be examined with trust as a significant aspect of it, and how leadership and trust impact on an organization's effectiveness. Next, the topics developed will be applied to a school setting and educational leadership, specifically that of the principal.

#### Trust

"Trust is the foundation of all effective relationships and organizations" (Covey, 1991, p.31). The influence of trust in organizational settings has attracted increasing interest in recent years (Connell, Ferres, and Travaglione, 2003). Literature on trust has generated a divergent opinion on what trust is, what it is not, and how trusting relationships might be created. Yet trust is critical in the functioning of our society and our schools. Lack of trust is a serious impediment to school reform efforts across the United States (Tschannen-Moran, 2000).

Trust is the ingredient to developing a learning community, and without it, the learning community cannot function (Speck, 1999, as cited in Longloy, 2006). Demming (as cited in Whitney, 1994) asserted that "trust is mandatory for optimization of a system. Without trust, there cannot be cooperation between people, teams, departments, or divisions...the job of the leader is to create an environment of trust so that everyone can confidently examine himself."



Baier (1986) defines trust as the reliance on others' competence and their willingness to look after rather than harm what is entrusted to their care.

“Since the things we typically do care about and value include such things as we cannot single-handedly either create or sustain...we must allow many other people to get into positions where they can, if they choose, injure what we care about, since those are the same positions that they must be in order to help us take care of what we care about.” (Baier, p. 236).

A frequently cited conceptualization emphasizes personal relationships and a “willingness to be vulnerable” (Mayer, Davis, and Schoorman, 1995 as cited in Connell, et al., 2003, p 570) based on the belief that the party to be trusted is competent, concerned, and reliable. When trust declines, people are less willing to take risks and they may insist on measures to defend their own interests. Heifetz (1994) writes that trust in authority relationships is a matter of predictability along two dimensions: values and skill. Covey (1991) elaborates on this by stating that trust is ... “a function of two things-character and competence.” (p. 171). Character alone is insufficient; one can have good character but if one is unable to perform the job responsibilities, it would be difficult to establish trust. When discussing empowerment, Covey (1991) points out six conditions, the center of which is skills and character. He states these are the two human competencies needed to maintain the other four. “They are really preconditions to the establishment of trusting relationships, win-win agreements,

helpful systems, and employee self supervision and self evaluation.” (Covey, 1991, p. 196).

The degree to which trust exists can determine much of an organization’s character, influencing factors such as organizational structure, control mechanisms, job design, communication, job satisfactions, commitment, and organizational citizenship behavior (Zeffane & Connell, 2003, as cited in Connell et al., 2003). Connell argues that the presence of certain characteristics, even within the constraints of the organization, can result in higher levels of trust. (Connell, 2003). The characteristics involved are perceived organizational support, transformational leadership, and procedural justice (Connell, 2003).

Measures of trust vary and may focus on one of three areas; disposition to trust, interpersonal trust, and situational trust. (Clark & Payne, as cited in Connell, et al., 2003). Dispositional trust is an individual’s inclination to trust others within the work environment. The person tends to believe that others in the workplace will act in the trustor’s best interests (Kramer, 1999, as cited in Connell, et al., 2003). Workplace trust is developed primarily through an organization’s leaders. (Creed & Miles, 1996, Fairholm, 1994, and Shaw, 1997 as cited in Connell, et al., 2003).

Bennis and Goldsmith (2003) state that leaders who balance ambition with competence recognize that building trust is their main objective. For trust to take hold, they believe the first thing a leader must do is generate shared values, goals, visions, or objectives with those he or she wishes to lead (Bennis & Goldsmith, 2003, p. 3). “The trust factor is critical” (Bennis and Goldsmith, 2003, p. 3).

### Trust and Transformational Leadership

“Trust is a central feature in the relationship that transformational leaders have with their followers.” (Butler, Cantrell, & Flick, 1999, Gillespie & Mann, 2000, Podsakoff, 1990, 1996, & Simon, 1995 as cited in Connell et al., 2003, p. 571). Research has found the positive influence of transformational leadership on organizational outcomes, such as predicting lowered intention to leave the organization, a strong organizational commitment, and organizational citizenship behavior (OCB). (Pillai et al., 1999; Podsakoff et al., 1996 as cited in Connell et al., 2003). Podsakoff found that “transformation leadership was significantly linked to both employees’ trust and satisfaction, but not OCB” (p. 571).

Evidence of the effects of transformational leadership, according to Leithwood, is "uniformly positive" (Leithwood, 1992, p. 12). He cites two findings from his own studies: (a) transformational leadership practices greatly influence teacher collaboration and (b) significant relationships exist between aspects of transformational leadership and teachers’ own reports of changes both in attitudes toward school improvement and altered instructional behavior (Leithwood, 1992, p. 11-12).

Sergiovanni (2001) suggests that student achievement can be quite improved by such leadership. Sagor (1992, as cited in Lontos, 1992) found that schools where teachers and students reported a culture conducive to school success had a transformational leader as its principal. Leithwood agrees with

Mitchell and Tucker (1992) who conclude that transformational leadership should be part of a balanced approach to creating high performance in schools.

### Leadership and Transformational Leadership in Schools

What is leadership? What is transformational leadership?

Leadership has been studied throughout history; Plato, Aristotle, and Machiavelli for example delivered expositions on political leadership. Also, in both the Old and New Testaments, writers dictated moral guidelines for religious as well as for lay leaders. Leaders play an important role in organisations particularly in developing and maintaining values of excellence. If organisations are to be effective, strong and active leadership is essential. (Chan I-Harn, 2001)

According to Bass (1990), leadership has been widely studied by scholars and at least 7,500 studies on leadership have been conducted. As Burns (1978, p. 2) stated, "leadership is one of the most observed and least understood phenomena on the earth." Burns defined leadership as "the reciprocal process of mobilising by persons with certain motives and values, various economic, political, and other resources in a context of competition and conflict, in order to realise goals independently or mutually held by both leaders and followers." (p. 425). Similarly in the military, leadership is defined as "the process by which a commander applies his knowledge, abilities, and qualities to influence others to

successfully complete a desired task, thus inspiring confidence and generat[ing] followers' enthusiasm and commitment."

This definition can be applied to school leaders. School leaders, whom we have already said must be competent and of character, influence others (the staff) to meet common goals and work toward a vision or school goals.

Sergiovanni (2001) states five meanings of leadership: (a) influencing parents, teachers, and students to follow the leader's vision (b) influencing parents, teachers, and students to identify, understand and find solutions to the problems they face (c) pursuing useful goals that meet the needs of parents, teachers, and students while elevating them to a higher moral level (d) sharing ideas and ideals so that of parents, teachers, and students experience enhanced purpose, meaning, and significance and (e) being practical by selecting means to achieve purposes while understanding the messy nature of schools.

The idea of transformational leadership was first developed by James McGregor Burns in 1978 and later extended by Bernard Bass (1998), Howell & Avolio (1993), Bycio, Kackett & Allen (1995), and Avolio, Bass, & Jung, (1997). Neither Burns nor Bass studied schools but rather based their work on political leaders, Army officers, or business executives (Liontos,1992). Although few studies have been done in a school setting, Hoover (1991) and Leithwood and Jantzi (1990) believe there are similarities that can be applied to a school environment.

"The issue is more than simply who makes which decisions," says Richard Sagor (1992). "Rather it is finding

a way to be successful in collaboratively defining the essential purpose of teaching and learning and then empowering the entire school community to become energized and focused. In schools where such a focus has been achieved, we found that teaching and learning became transformative for everyone." (p. 13).

Bennis and Goldsmith (2003) believe that trust originates from four features of leadership. First, the leader must be competent and his or her followers must believe the leader has the skills and ability to do the job. Second, the leader must exhibit congruity, or demonstrate that his/her values and integrity match his/her actions. Third, followers must feel that the leader has constancy and is on their side, supporting them, defending them, and coming through for them (Bennis & Goldsmith, 2003). The fourth pillar is the leader's ability to demonstrate that he/she genuinely cares about his/her followers, and trusted to make the right decisions on behalf of the lives of the people involved.

Up until the last 15 years, leadership theory, education, research, and development focused on leadership as a transactional exchange between leader and followers. Evidence has accumulated that transformational leadership is more effective than leadership based upon contingent reinforcement. A study involving 846 teachers and principals of 89 secondary schools in Singapore provided evidence that job satisfaction, commitment to the organization, and related citizenship behavior were significantly greater when the principals were

described by teachers as more transformational on the Multifactor Leadership Questionnaire scales. (Koh, Terborg, & Steers 1991, as cited in Bass, 1998).

This review of the literature represents a brief overview of the available research and studies of trust and transformational leadership. Many of the studies have been done in settings other than schools. This study when completed will have been conducted in a school setting. The literature suggests that there may be a relationship between trust and transformational leadership.

Other recent dissertations or studies have examined the relationship of transformation leadership and professional development (Hendershot, 1995), antecedents of leader-follower relationships and trust (Grosvenor, 2005), transformational leadership and trust on leadership of senior student affairs officers (Woods, 2004), trust and transformational leadership in a college community (Pfeifer, 2001), principal transformational leadership behaviors and teacher commitment and job satisfaction (Amoroso, 2002), transformational leadership characteristics and principal trust characteristics (Mannion, 1999), leadership style and academic achievement in a low-income community school (Ames-DeBaux, 1998) and transformational leadership and trust profiles of department chairs and faculty in Taiwanese technology colleges (Lin 2003).

Hendershot (1995) studied the relationship between transformational leadership and professional development and found that principals who demonstrate transformational leadership recognize the importance of staff growth and foster it through developing relationships, encouraging collaboration, empowering teachers through shared decision making and problem solving,

communicating information, providing funding, modeling high expectations, and building trust. Trust was built through accountability, reliability, and predictability and enhanced through consistency in beliefs, vision and behaviors. The principal, through communicating his expectations and sharing decision making and problem solving through collaboration was able to develop and maintain trusting relationships (Hendershot, 1995). Transformational principals trust their staff, and through relinquishing some of their power and authority foster school ownership. By working through collaborative goal setting, principal and teachers develop a vision, mission, and plan for the future of the school, which sustains and builds trust. The empowerment of teachers leads to the building and maintenance of trusting relationships (Hendershot, 1995).

Grosvenor (2005) found that there was evidence to support the relationship between transformational leadership and LMX (Leader Membership Exchange) which describes attachment styles of leaders. High “LMX” is characterized by high quality communication and relationships between the leaders and followers. The followers feel they are in the “in group” and also have more responsibility, decision influence access to resources, and higher job satisfaction (Clark, 2007). There is trust and support, shared goals, and initiative beyond the everyday job (Clark, 2007). A high quality LMX relationship is dominated by trust, respect and mutual obligation (positive intentions and interactions toward each other). A securely attached person relates positively to others and is trusting in the workplace. (Graen & Uhl Bien, 1995, Shavan &



Hazer, 1990, as cited by Grosvenor, 2005). A positive relation between LMX and perception of the leaders' benevolence was also supported.

Woods (2004) investigated three variables: self-efficacy, transformational leadership, and trust and their relationship to effective leadership. Woods found that trust in the leaders was found to positively correlate with transformational leadership as perceived by the followers. Woods' study supported her hypothesis that self-efficacy and leadership effectiveness as perceived by leaders and followers were positively correlated. She also found a positive correlation between transformational leadership of the Senior Student Affairs Officer and leader effectiveness as perceived by the leader (Woods, 2004).

Saxton (2006) studied how trust is fostered when a new principal enters a building.

Pfeifer (2001) researched the correlation between faculty trust in administrators and administrators' transformational leadership characteristics at the college level. She hypothesized that there would be a strong positive correlation between the two variables. Pfeifer utilized the Hoy (1985) trust scale (Omnibus T scale) and the MLQ (Avolio & Bass, 2000) as well. Results from surveying 137 faculty and administrators from seven small, medium and large community colleges in Kansas provided evidence that high scores on the trust scale correlated with high levels of transformational characteristics in administrators (Pfeifer, 2001).

Mannion (1999) investigated the relationship of principal transformational leadership characteristics and principal trust characteristics, colleague trust

characteristics, and organizational trust characteristics. He hypothesized that higher levels of transformational leadership were related to higher levels of trust. Using the same instruments (earlier versions) that are used in this study, the MLQ (Multi-factor Leadership Questionnaire) and the Hoy Trust Scale, Mannion found a significant correlation between trust of principals and transformational leadership in his study of 451 teachers in 39 public, suburban secondary schools (Mannion, 1999). However, faculty trust in colleagues or in the organization were not found to be correlated significantly with an increase in transformational leadership (Mannion, 1999).

Another study, done by Cora Lee Ames-DeBraux (1998) examined and provided evidence that a relationship exists between the leader's style and the academic performance of students at one low-income community school. In a focus group, parents and staff concurred that the principal's ability to "get the people" allowed him to get them to do any task (Ames-DeBraux, 1998). Ames-DeBraux found that the principal exhibited transformational leadership characteristics, such as being a visionary leader, building trust through shared decision making and collaborative problem-solving, and setting high expectations. The principal credited his teachers and parental involvement for the academic success of his students and the overall success of the school (Ames-DeBraux, 1998). The principal's ability to share his vision and motivate people to work collaboratively to achieve that vision is another quality of a transformational leader. Ames-DeBraux discusses the principal's strength as a "people person." In transformational terms, he would have been considered to be charismatic.

Amoroso (2002) studied the impact of principal's transformational leadership behaviors on teacher commitment and job satisfaction. Amoroso used the Leithwood and Jantzi (1996) transformational leadership scale to ascertain teacher perceptions of their principals' exhibition of transformational leadership behaviors (Amoroso, 2002). His data showed a statistically significant relationship between three transformational leadership factors and teacher job satisfaction (Amoroso, 2002).

Lin (2003) investigated the faculty trust in chairpersons and the faculty perception of the chairperson's transformational leadership styles and leadership effectiveness in fourteen technology colleges in central Taiwan. Using the Omnibus Trust scale and the MLQ, Lin surveyed 341 faculty and 114 chairpersons and found that high levels of trust were related significantly with highest levels of leadership effectiveness in faculty perception (Lin, 2003). In leadership effectiveness, transformational leadership had more predictive power than faculty trust (Lin, 2003).

This study will contribute to the body of research on trust and leadership as it applies to preK-8, preK-5/6, and middle schools in an urban setting. These will be considered to be elementary schools. No other recent research was found that specifically investigates this relationship.

### Chapter III

#### METHODOLOGY

This study will examine the trust in a school setting using the Omnibus T scale developed by Wayne K. Hoy (2006). Leadership as measured by the Multifactor Leadership Questionnaire developed by Bass and Avolio (2004) will also be examined. This study will determine if there is a relationship between leadership and perceived trust of the principal in a K-8 school setting. Further, this study will investigate how various leadership attributes are perceived by teaching staff members of their principals. The study will also examine how principals view their own leadership attributes.

#### The Subjects

The subjects involved in the study will be principals and teachers. There are 30 elementary schools in Jersey City, with a variety of grade level configurations. There are 13 preK-8 schools, 11 preK-5 schools, 2 preK-6 schools, and 4 middle schools (grades 6-8 and one with grades 7-8). Principals of pre K- 5/6 schools, stand-alone middle schools, and preK-8 schools will be asked to volunteer to participate in this study. The principals will be asked to describe their own leadership style as they perceive it.

Next, the faculty of these schools will be asked to complete the Multifactor Leadership Questionnaire to describe the perceived leadership style of their principal. The faculty will also be asked to complete the Omnibus T scale (consisting of 26 items) to describe trust in their schools. All questionnaires will be completed anonymously. Approximately 50-150 teachers are in each school.

Therefore there is a potential for a total of 1000 or more teachers to respond to the survey.

### The Instruments

The Omnibus T-Scale (Hoy, 2006) is a short operational measure of three dimensions of trust, which can be used for either elementary or secondary schools. The scale consists of 26 Likert items. Some of the items are reverse scored. The three dimensions of faculty trust are: trust in the principal, trust in colleagues, and trust in clients (students and parents). Benevolence, reliability, competence, honesty, openness, and vulnerability characterize each of these dimensions of trust (Hoy, 2006).

Benevolence is defined as confidence that one's well being or something one cares about will be protected and not be harmed by the trusted party (Hoy & Tschannen-Moran, 1999). Trust relationships are based upon interdependence. If there is no interdependence, there is no need for trust. Consequently, interdependence creates vulnerability, and vulnerability is a common feature of most definitions of trust (Baier, 1986; Bigley & Pearce, 1998; Coleman, 1990; Mayer, Davis, Schoorman, 1995; Mishra, 1996), as cited by Hoy and Tschannen-Moran, 1999). Vulnerability is taking risks and making oneself vulnerable to another with confidence the other will not act in ways that are detrimental to the trusting party (Hoy & Tschannen-Moran, 1999). Reliability is consistency of behavior and knowing what to expect from others; in other words, predictability. Reliability implies that there is a sense of confidence that one's needs will be met

in positive ways (Hoy & Tschannen-Moran, 1999). Competence is “the ability to perform as expected and according to standards appropriate to task at hand” (Hoy & Tschannen-Moran, 1999, p. 6). Good intentions are not sufficient; a person who means well but lacks the skills necessary to perform the task may not be trusted.

Teachers and principals depend on each other to accomplish the goals and learning objectives of their school. Students depend on the competence (subject matter knowledge and ability to communicate that knowledge) of their teachers. A teacher that wants to help students learn but lacks the requisite skills is not trusted by students or parents to help them achieve their goals. However, in the case of a student teacher, a level of competence is not expected; therefore the person can still be considered trustworthy.

Honesty is the person’s character, integrity, and authenticity as well as the expectancy that the person’s word or promise is dependable. (Hoy & Tschannen-Moran, 1999) Acceptance of one’s responsibility without blaming others as well as congruence between one’s word and actions are also indicators of honesty.

Openness is the extent to which information is shared and the process by which one gives of himself, thus leaving himself vulnerable (Hoy and Tschannen-Moran, 1999).

The questions on the survey instrument that measure trust in principal are numbers 1, 4, 7, 9, 11, 15, 18, and 23. The questions that measure trust in

colleagues are numbers 2, 5, 8, 12, 13, 16, 19, and 21. The questions that measure trust in clients are numbers 3, 6, 10, 14, 17, 20, 22, 24, 25, and 26.

### Reliability and Validity of the Omnibus T scale

The reliabilities of the three subscales typically range from .90 to .98. In a pilot study of the trust scale that consisted of 35 Likert items, the following were found: trust in the principal ( $\alpha = .95$ ), trust in colleagues ( $\alpha = .94$ ), and trust in clients ( $\alpha = .92$ ) (Hoy & Tschannen-Moran, 1999). Reliabilities for later administrations of the trust scale were found to be even higher (Hoy & Tschannen-Moran, 1999). Factor analytic studies of the Omnibus T-Scale support the construct and discriminant validity of the concept. (Hoy & Tschannen-Moran, 1999). Analysis of trust and parent collaboration also supported the predictive validity of the items that measure trust (Hoy & Tschannen-Moran, 1999).

### The Multifactor Leadership Questionnaire

The Multifactor Leadership Questionnaire (Avolio & Bass, 2004) (MLQ) dimensions include: transformational leadership, transactional leadership, non-transactional leadership, and outcomes of leadership, such as effort, effectiveness and satisfaction. The Multifactor Leadership Questionnaire (MLQ) developed by Avolio and Bass (2004) established validity and reliability. Avolio and Bass discussed reliability of the instrument and used 14 samples to validate the MLQ with Cronbach's alphas ranging from .91 to .94. The MLQ measures transformational, transactional and laissez faire leadership of respondents. The

MLQ uses 45 questions on a Likert-type scale ranging from "0" (Not at all) to "4" (Frequently, if not always) (Stedman & Rudd, 2006).

### Validity and Reliability

The MLQ has been shown to be strongly predictive of leader performance across a broad range of organizations (Bass, 1997). "The MLQ has demonstrated predictive validity, pre-post reliability, statistically linked to enhanced *independent* measures of desired outcomes and is valid across cultures, different organizational types, and at different leadership levels, strong multi-rater norms - International, Australian, Industry Sectors, and local organizational, and longitudinal studies attest to the trainability of the Full Range Leadership behaviors" (Bass & Avolio, 1997).

The MLQ was developed based on the original concepts of Burns' (1978) description of transforming leadership. "The MLQ was developed by asking hundreds of people to describe leaders and leadership, identifying specific actions and characteristics contained in those descriptions, and translating those behaviors and characteristics into specific questions. These answers were put into a single long questionnaire and administered to hundreds more people." (Taylor & Rosenbach, 2000, p. 53). Their answers were analyzed using factor analysis, which enabled researchers to simplify the questions into smaller categories. Bass continued to refine the instrument until ultimately, he concluded that the questionnaire could be used to measure two major types of leadership and within each, several categories.



Details of the dimensions of leadership are shown in Table 2.

Table 2 *Leadership styles*

<b>The Leadership Styles</b>
<b>I. Transformational Leadership</b>
<ul style="list-style-type: none"> <li>f. Idealised (Attributes)</li> <li>g. Idealised (Behaviours)</li> <li>h. Inspirational Motivation</li> <li>i. Intellectual Stimulation</li> <li>j. Individualised Consideration</li> </ul>
<b>II. Transactional Leadership</b>
<ul style="list-style-type: none"> <li>d. Contingent Rewards</li> <li>e. Management-by-exception(Active)</li> <li>f. Management-by-exception (Passive)</li> </ul>
<b>III. Non-Transactional Leadership</b>
<ul style="list-style-type: none"> <li>b. Laissez-Faire</li> </ul>
<b>IV. Outcomes of Leadership</b>
<ul style="list-style-type: none"> <li>d. Extra Effort</li> <li>e. Effectiveness</li> <li>f. Satisfaction</li> </ul>
Source: ( <a href="http://www.transformasia.com.au/article-003.html">http://www.transformasia.com.au/article-003.html</a> )

#### Discussion of Aspects of Transformational Leadership as measured by MLQ

Avolio and Bass (2004) developed the “full range” leadership model to broaden the range of leadership styles that were typically investigated ranging

from charismatic and inspirational leaders to avoidant laissez-faire leaders. Transformational leadership is comprised of four aspects as follows: charisma or idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

### Idealized Influence

Charisma or idealized influence assesses the degree to which the leader instills pride in others, displays power and confidence, considers the moral or ethical consequences of decisions, and talks about a collective mission. Taylor and Rosenbach (2000) state followers say leaders are charismatic when they arouse emotions regarding “mission, vision, excitement, pride” and state the feeling is associated with trust and respect of the leader.

*Idealized influence* refers to transformational leaders who have associates who view them in an idealized way, and thus these leaders yield much power and influence over their followers (Avolio & Bass, 2004). Followers want to identify with these leaders and their mission, develop strong feelings about them, and “invest much trust and confidence” in them (Avolio & Bass, 2004, p. 6). However, those leaders who are personally charismatic with their own agenda fall short of being transformational leaders because they are idolized, not idealized and often fail to develop leadership in their associates (Avolio & Bass, 2004).

### Inspirational Motivation

Inspiration from transformational leaders comes about from their use of symbols to focus efforts, their ability to set high expectations, the degree to which they take a stand on controversial issues, and their ability to communicate a vision to their followers (Taylor & Rosenbach, 2000). They articulate shared goals and mutual understanding of what is right and important (Avolio & Bass, 2004).

“A leader is someone who has the capacity to create a compelling vision that takes people to a new place, where it is translated into action. Leaders draw other people to them by enrolling them in their vision. What leaders do is inspire people, empower them. They pull rather than push” (Bennis & Goldsmith, 2003, p. 7).

### Intellectual Stimulation

Transformational leaders who provide intellectual stimulation provide followers with new ideas, challenging them to rethink old ways of doing things, and enabling them to understand and figure out problems facing them (Taylor & Rosenbach, 2000). Because these leaders encourage new ways of thinking about old problems, associates develop the capacity to tackle and solve future problems unforeseen by the leader, or to solve problems independently through creativity and innovation (Avolio & Bass, 2004).

A key measure of a leader's effectiveness in this aspect is how capable associates are when operating without the leader's presence or direct involvement (Avolio & Bass, 2004). “It is through intellectual stimulation of associates that

the status quo is questioned and that new creative methods of accomplishing the organization's mission are explored" (Bass, 1985, as cited in Avolio & Bass, 2004).

### Individualized Consideration

This aspect refers to understanding and sharing in others concerns and developmental needs and treating each individual as unique (Avolio & Bass, 2004). It means the extent to which transformational leaders give personal attention to followers. The leader builds a personal relationship with each individual and focuses on his/her needs. The transformational leader assists followers to learn and develop their full potential by encouraging personal responsibility and by assigning tasks on an individual basis. The transformational leader may also act as mentor or coach. These leaders are adept at communicating timely information to others as a way of providing feedback and linking current individual needs to the organization's mission (Avolio & Bass, 2004). Throughout this process, the leader demonstrates trust and respect, and, in turn, the followers develop these feelings toward their leader (Taylor & Rosenbach, 2000).

Zaleznick (1977, as cited in Avolio & Bass, 2004) concluded that "personal influence and individualized interaction of supervisor with supervisee are of primary importance in differentiating managers from leaders."

### Sub-categories of Leadership

Three sub-categories of leadership are contingent reward, management-by-exception, and laissez-faire leadership. Contingent reward and management-by-exception can be considered sub-categories of transactional leadership, while laissez-faire leadership is neither transactional nor transformational; it indicates an absence of leadership (Taylor & Rosenbach, 2000). Laissez-faire leaders are those who avoid responsibilities, fail to make decisions, fail to follow up on requests, or are absent when needed (Sampson, 2006).

Contingent reward refers to when the leader rewards followers based upon attainment of performance goals. It can also be referred to as “carrot-and-stick leadership” (Taylor & Rosenbach, 2000, p. 54). These leaders provide others with assistance in exchange for their efforts, discuss specifically who is responsible for achieving performance goals, and express satisfaction when others meet expectations (Avolio & Bass, 2004).

Management-by-exception concerns the degree to which managers focus on negatives instead of positives and how much they intervene when mistakes are made. Within this type of transactional leadership, active management-by-exception describes a leader who closely monitors procedures and performance, and keeps track of mistakes or takes action when irregularities are identified. Passive management-by-exception occurs when the leader takes action only after becoming aware of problems that are brought to his/her attention or when procedures are not being followed. Management-by-exception focuses more on

punishment and negative feedback (Taylor & Rosenbach, 2000). Attention is given to all mistakes and failure to meet standards.

### Outcomes of Leadership

The outcomes of leadership include extra effort, effectiveness, and satisfaction with the leader. Transformational and transactional leadership are both related to the success of the group (Avolio & Bass, 2004). “Success is measured by the MLQ by how often raters perceive their leader to be motivating, how effective raters perceive their leader to be interacting at different levels of the organization, and how satisfied raters are with their leader’s methods of working with others” (Avolio & Bass, 2004, p. 97).

Extra effort results in getting others to do more than is expected, heightening others’ desire to succeed, and increasing others’ willingness to try harder (Avolio & Bass, 2004).

An effective leader is effective in meeting others’ job-related needs, representing the group to higher authority, meeting organizational requirements, and leading a group that is effective (Avolio and Bass, 2004).

Satisfaction with leadership includes the leader using methods of leadership that are satisfying and working with others in a satisfactory way (Avolio & Bass, 2004).

### Data Analysis

The Omnibus-T scale can be scored by the researcher by following the protocol as articulated on the Wayne K. Hoy website. A scoring key is provided with the purchase of the MLQ.

The following analyses will be performed to answer the research questions. Research question 1: What attributes of leadership (transactional, transformational, or laissez faire) are perceived by teaching staff members and how do these leadership attributes impact the perceived trust of the principal?

Research question 2: To what extent, if any, does a relationship exist between perceived trust and transformational leadership attributes of the school leader? To answer this research question, the following will be examined. The results of the MLQ will result in a mean score for the principals as perceived by the teachers for transformational leadership using the scoring key for those questions that pertain to transformational leadership. The associated faculty trust score of the principal will result from the Omnibus T scale (dependent variable). A Pearson correlation between the average perceived leadership scores of the principals by his/her faculty, and the perceived trust of the principals will be calculated using the statistical software package SPSS.

Research question 3: How do these leadership attributes compare with the normative sample of the leadership instrument, and does school district environment play a role? To answer this research question, a one sample t test of the mean score of the perceived leadership of the principal by the faculty will be

compared to the normative sample mean. Characteristics of the school environment will be considered and evaluated. The principal's own assessment of his/her leadership score and the normative sample mean will be compared to determine if there is a statistically significant difference between the two.

Research question 4: How can school leaders engender trust and improve relationships? To answer this question, the trust scale factors such as benevolence, reliability, openness, competence, honesty, and vulnerability will be examined qualitatively. Transformational leadership qualities including encouraging innovation, inspiring others, building trust, and acting with integrity will also be examined and suggestions will be developed.



## Chapter IV

### RESULTS

#### Overview

The purpose of this chapter is to present the data related to the research questions. The principals of twelve schools volunteered to participate and agreed to allow their teaching staff to participate in the surveys on a voluntary and anonymous basis. Email lists of teaching staff members were created for each school. The following table shows the number of recipients and the number of actual responses.

*Table 3 Number and percentage of respondents to surveys*

School	Number of Recipients	Number Responded (Leadership Survey-MLQ)	Percentage	Number responded (Trust survey-T-scale)	Percentage
A	38	30	78.9	31	81.6
B	102	50	49.0	47	46.0
C	83	58	69.9	63	75.9
D	77	52	67.5	52	67.5
E	52	22	42.3	19	36.5
F	66	34	51.5	36	54.5
G	136	31	22.8	30	22.0
H	78	70	89.7	75	96.0
I	79	40	50.6	51	64.6
J	86	63	73.2	62	72.0
K	92	11	12.0	12	13.0
L	68	21	30.9	19	14.7

### Scoring

The Multifactor Leadership Questionnaire (MLQ) was scored according to Bass and Avolio's scoring key. The following table shows the aspect of leadership measured and the pertinent questions. The scores for each aspect are the average of the scores of the items in the scale.

Table 4. *Leadership aspect and pertinent questions on MLQ*

<b>Leadership Aspect</b>	<b>Type Leadership</b>	<b>Questions</b>
Idealized Influence (Attributed)	Transformational	10, 18, 21, 25
Idealized Influence (Behavior)	Transformational	6, 14, 23, 24
Inspirational Motivation	Transformational	9, 13, 26, 36
Intellectual Stimulation	Transformational	2, 8, 30, 32
Individual Consideration	Transformational	15, 19, 29, 31
Contingent Reward	Transactional	1, 11, 16, 35
Management-by-Exception (Active)	Transactional	4, 22, 24, 27
Management-by-Exception (Passive)	Passive	3, 12, 17, 20
Laissez-faire	Passive	5, 7, 28, 33
<b>OUTCOMES</b>		
Extra Effort	Outcome	39, 42, 44
Effectiveness	Outcome	37, 40, 43, 45
Satisfaction	Outcome	38, 41

Table 5 *Omnibus T Scale of Trust and pertinent questions*

<b>Trust Measured</b>	<b>Pertinent Questions</b>
Trust in Principal	1, 4, 7, 9, 11, 15*, 18*, 23*
Trust in Colleagues	2, 5, 8, 12, 13, 16, 19*, 21
Trust in Clients	3, 6, 10, 14*, 17, 20, 22, 24, 25, 26

\*Reverse scored

### Statistical Tests Performed

In order to answer the research questions, principals' and teachers' responses were analyzed to ascertain how they compared with the established means of both the MLQ and the Omnibus T Scale. In all cases an alpha of .05 was utilized.

On the MLQ, a Likert scale was used in which 4.0 = frequently, if not always; 3.0 = fairly often; 2.0 = sometimes; 1.0 = once in a while; and 0.0 = not at all.

#### t tests: Principals Rating Themselves

The first test conducted was a one-sample, two-tailed t test to ascertain whether the means of the various aspects of leadership of the principals as rated by themselves were within an acceptable range of the means of the reliable and validated MLQ. This data answers research question 3: How do these leadership attributes compare with the normative sample of the leadership instrument? The means for leaders rating themselves were based on a sample size of 3,375 in the normative sample (Avolio & Bass, 2004).

The mean for Idealized Influence (Active) was 2.95 and the mean for the group of principals as they perceived themselves ( $n=11$ ,  $df=10$ ,  $t= 5.087$ ) was 3.4773. This was a statistically significant difference,  $p=.001$ , with a mean difference of .5273.

Idealized influence (active) refers to the leader's ability to instill pride in others for being associated with him/her, going beyond self-interest for the good of the group, acting in ways that build respect, and displaying a sense of power and confidence (Avolio & Bass, 2004). As a group, the principals rated themselves higher than the normative sample mean for leaders rating themselves.

The mean for Idealized Influence (Behavior) for the group of principals as they perceived themselves was 3.6818 ( $n=11$ ,  $df=10$ ,  $t=6.461$ ) and the normative mean was 2.99. This was a statistically significant difference,  $p=.001$ , with a mean difference of .6918. As a group, the principals rated themselves higher than the normative sample mean for leaders rating themselves.

Idealized influence (behaviors) refers to the principal talking about his/her most important beliefs and values. These principals consider the moral and ethical consequences of decisions, specify the importance of having a strong sense of purpose, and emphasize the importance of having a collective sense of mission (Avolio & Bass, 2004).

The mean for Inspirational Motivation of the principals studied ( $n=12$ ,  $df=11$ ,  $t=6.049$ ) was 3.6667 and the normative sample mean was 3.04. This was a statistically significant difference,  $p=.0001$ , with a mean difference of .6267.

Inspirational Motivation refers to leaders that behave in such away as to motivate those around them by providing meaning and challenge to their followers' work. Individual and team spirit is stimulated and enthusiasm and

optimism are displayed (Avolio & Bass, 2004). These principals talk optimistically about the future and about what needs to be accomplished. They articulate a compelling vision of the future and express confidence that goals will be met.

The mean for Intellectual Stimulation of the principals ( $n=12$ ,  $df=11$ ,  $t=4.159$ ) was 3.4792 and the normative sample mean was 2.96. This, too, is statistically significant with  $p = .002$ , with a mean difference of .5192.

Intellectual Stimulation refers to the leaders' ability to stimulate followers' effort to be innovative and creative by reframing problems and approaching problems in new ways. These principals seek different perspectives when solving problems, get others to look at problems in new ways, and re-examine critical assumptions to question whether they are appropriate (Avolio & Bass, 2004).

The mean for Individual Consideration of the principals studied (3.3864) was not statistically significantly different ( $p=.074$ ) from the normative sample established mean of 3.16. Individual consideration refers to the leaders' attentiveness to each individual's need for growth and achievement. These leaders spend time coaching and teaching and help others develop their strengths.

The mean for Contingent Reward of the group of principals studied ( $n=11$ ,  $df=10$ ,  $t=3.000$ ) was 3.4318 and the normative sample mean was 2.99. This was a statistically significant difference with  $p = .013$  and a mean difference of .4418.

Contingent Reward refers to leadership that clarifies expectations and offers recognition when goals are achieved. These leaders provide others assistance in exchange for their efforts and express satisfaction when others meet expectations. The clarification of goals and objectives and providing recognition when goals are achieved should result in individuals and groups achieving high levels of performance (Avolio & Bass, 2004).

The mean of the group of principals studied was 2.00 for Management by Exception (Active) ( $n=12$ ,  $df=11$ ,  $t=1.284$ ) was not significantly different ( $p=.226$ ) from the normative sample mean of 1.58. This style of leadership implies the close monitoring of mistakes and then the taking of corrective action (punishments) for being out of compliance with expected, specified standards. This type of leader focuses attention on the negative and keeps track of all mistakes and failures (Avolio & Bass, 2004).

The mean for Management by Exception (Passive) ( $n=12$ ,  $df= 11$ ,  $t= -2.451$ ) was significantly different ( $p=.032$ ) with the group of principals mean of .7500 compared to the normative sample mean of 1.07. The mean difference was -.3200. This type of leadership is more passive and reactive. Passive leaders avoid specifying goals and standards to be achieved and do not clarify expectations. This style has a negative effect on desired outcomes (Avolio & Bass, 2004).

The mean of the principals studied for Laissez-Faire Leadership ( $n=12$ ,  $df=11$ ,  $t=-3.123$ ) was .2708 and the normative sample mean was .61. This was

statistically significant ( $p = .010$ ) with a mean difference of  $-.3392$ . Laissez-faire leaders avoid getting involved when important issues arise, are absent when needed, avoid making decisions, and delay responding to urgent questions (Avolio & Bass, 2004).

The mean of the group of principals studied for Extra Effort ( $n=12$ ,  $df=11$ ,  $t=3.405$ ) was  $3.4167$  and the normative sample mean was  $2.79$ . This was statistically significant ( $p=.006$ ), with a mean difference of  $.6267$ . Extra effort refers to the principal's ability to get others to do more than they expected to do, increase others' desire to try harder and to succeed (Avolio & Bass, 2004).

The mean for Effectiveness for the group of principals ( $n=11$ ,  $df=10$ ,  $t=1.605$ ) was  $3.4545$  and the normative sample mean was  $3.14$ , which was not a statistically significant difference ( $p=.140$ )

The mean for Satisfaction for the group of principals studied ( $n=12$ ,  $df=11$ ,  $t=4.280$ ) was  $3.6250$  and the normative sample mean was  $3.09$ . This was statistically significant ( $p=.001$ ), with a mean difference of  $.5350$ . Satisfaction refers to the principals' ability to work with others in a satisfying way and use methods of leadership that are satisfying (Avolio & Bass, 2004).

#### t Test for Aspects of Leadership as Rated by Teachers

The next test conducted was a two-tailed one sample t test to ascertain whether the means of the various aspects of leadership of the principals as rated by teaching staff were within an acceptable range of the means of the reliable and



validated MLQ. This data answers research question 1: What attributes of leadership (transactional, transformational, or laissez faire) are perceived by teaching staff members and how do these leadership attributes impact the perceived trust of the principal?

The normative sample consisted of a sample of 4,376 participants who were on a lower level than their leader. In each case below, the number of raters is noted.

The mean for Idealized Influence (Active) of the normative sample was 2.93 and the mean for the group of principals as perceived by teachers ( $n=420$ ,  $df=419$ ,  $t=-.475$ ) was 2.9054. This was not a statistically significant difference ( $p=.635$ ).

The mean of the normative sample for Idealized Influence (Behavior) was 2.73. The mean for the group of principals as perceived by teachers ( $n=402$ ,  $df=401$ ,  $t=5.531$ ) was 2.9571. This was a statistically significant difference ( $p=.000$ ), with a mean difference of .22709.

The mean for Inspirational Motivation of the normative sample was 2.97. The mean for the group of principals as perceived by teachers ( $n=415$ ,  $df=414$ ,  $t=3.623$ ) was 3.1265. This was a statistically significant difference ( $p=.000$ ) with a mean difference of .15651.

The mean for Intellectual Stimulation for the group of principals as perceived by teachers ( $n=398$ ,  $df=397$ ,  $t=-2.794$ ) was 2.6250. The normative

sample mean was 2.76. This is a statistically significant difference ( $p = .005$ ), with a mean difference of  $-.13500$ .

The mean for Individual Consideration for the group of principals as perceived by teachers ( $n=402$ ,  $df=401$ ,  $t=-6.484$ ) was 2.4478. The normative sample mean was 2.78. This is a statistically significant difference ( $p = .000$ ), with a mean difference of  $-.33224$ .

The mean for Contingent Reward for the group of principals as perceived by teachers ( $n=405$ ,  $df=404$ ,  $t=2.373$ ) was 2.9502. The normative sample mean was 2.84. This is a statistically significant difference ( $p=.018$ ), with a mean difference of  $.11025$ .

The mean for Management by Exception (Active) for the group of principals as perceived by teachers ( $n=395$ ,  $df=394$ ,  $t=12.592$ ) was 2.2190. The normative sample mean was 1.67. This is a statistically significant difference ( $p=.000$ ), with a mean difference of  $.54899$ .

The mean for Management by Exception (Passive) for the group of principals as perceived by teachers ( $n=417$ ,  $df=416$ ,  $t=11.111$ ) was 1.5318. The normative sample mean was 1.02. This is a statistically significant difference ( $p=.000$ ), with a mean difference of  $.51177$ .

The mean for Laissez-Faire Leadership for the group of principals as perceived by teachers ( $n=404$ ,  $df=403$ ,  $t=7.943$ ) was 1.0532. The normative

sample mean was .66. This is a statistically significant difference ( $p=.000$ ), with a mean difference of .39322.

The mean for Extra Effort for the group of principals as perceived by teachers ( $n=423$ ,  $df=422$ ,  $t=.045$ ) was 2.7825. The normative sample mean was 2.78. There is no statistically significant difference ( $p=.964$ ).

The mean for Effectiveness for the group of principals as perceived by teachers ( $n=409$ ) was 2.9334. The mean for the normative sample was 3.09. This is a statistically significant difference ( $p=.004$ ) with a mean difference of -.15663.

The mean for Satisfaction for the group of principals as perceived by teachers ( $n=429$ ) was 2.9394 and the mean for the normative sample was 3.09. This is a statistically significant difference ( $p=.007$ ), with a mean difference of -.15061.

#### t Test for Trust

The mean for principals as rated by the teachers on the Omnibus T scale is 4.505. The normative sample mean was 4.6. Therefore there is no statistically significant difference ( $p=.079$ ,  $df=470$ ,  $t=-1.759$ ) between the mean ratings of the sampled teaching staff of Jersey City in the trust in their principals and the Omnibus T scale established mean.

The data suggests the answer to the second part of Research Question 1, which asks: How do these leadership attributes impact the perceived trust of the

principal? It appears that the leadership attributes have no impact on the perceived trust of the principals.

#### t Tests for Leadership Attributes: Principal Rating of Self vs. Rating by Staff

Table 6 displays the means for each principal rating him/herself for the attributes of leadership as measured by the MLQ. This scale ranked as follows: 0= not at all, 1= once in a while, 2= sometimes 3= fairly often 4= frequently, if not always. A “-” indicates that the principal did not answer the question and a score was unobtainable.

Tables 7 and 8 provide descriptive information about the principals, such as their years of experience, gender, student population and type of school. Table 9 summarizes the principals’ rating of leadership attributes for themselves, and Table 10 summarizes the teacher ratings of the principals’ leadership attributes.

Table 6. *Means of principals as rated by themselves*

School	A	B	C	D	E	F	G	H	I	J	K	L
Attributes and means of principals (self-rated)												
Idealized Influence (Active)	3.500	3.50	--	4.00	3.25	3.50	4.0	3.25	3.50	3.00	3.75	3.00
Idealized Influence (Behavior)	3.75	4.00	3.00	3.50	3.50	3.50	4.0	4.0	4.00	3.25	3.75	4.00
Inspirational Motivation	3.50	4.00	3.00	3.75	3.50	3.50	4.0	3.75	4.00	3.00	3.75	4.00
Intellectual Stimulation	3.75	4.00	3.00	3.50	3.25	3.25	4.0	4.00	4.00	2.75	3.75	3.75
Individual Consideration	4.00	3.75	2.50	3.75	3.25	3.00	3.50	3.50	3.00	3.00	3.50	3.25
Contingent Reward	4.00	3.50	2.50	--	3.50	3.25	4.00	3.75	3.50	2.25	4.00	3.25
Management-by-Exception (Active)	3.25	2.25	.750	3.25	3.25	1.25	.750	1.75	3.00	.750	.000	.250
Management-by-Exception (Passive)	.750	1.25	.000	1.00	1.25	.750	.250	.750	1.50	.000	.500	1.00
Laissez-faire Leadership	.0000	.250	.250	.500	1.00	.000	.000	.000	.000		.250	

Table 7 *Descriptive information about principals*

School	Principal's years of experience in this school	Principal's other years of experience (either as principal at another school or assistant principal)	Gender of Principal	Number of Students Enrolled	Grade Level Configuration of School
A	1	6	F	410	6-8
B	1	3	M	724	6-8
C	1		M	860	Pre K-5
D	1	5	M	806	Pre K-8
E	7	15	M	457	Pre K-5
F	10		F	580	Pre K-5
G	1	5	F	1500	Pre K-8
H	16	5	F	705	Pre K-5
I	7	7	F	989	Pre K-8
G	7	4.5	F	826	Pre K-5
H	35		M	680	Pre K-8
I	1	1	M	543	7-8

Table 8 *Years of experience and gender of principals*

Years of Experience	Number of Principals-Male	Number of Principals-Female
1-4	4	2
5-10	1	2
10-15	0	1
16-20	1	0
More than 20	1	0

Table 9 *Principal rating of leadership attributes for themselves*

Attribute	N	Mean of principals	Normative sample mean	Mean difference	t value	Significance (p value)	Standard Deviation
Idealized Influence (active)	11	3.4773	2.95	.52727	5.087	.000	.34378
Idealized Influence (Behavior)	11	3.6818	2.99	.69182	6.461	.000	.35516
Inspirational Motivation	12	3.6667	3.04	.62667	6.049	.000	.35887
Intellectual Stimulation	12	3.4792	2.96	.51917	4.159	.002	.43247
Individualized Consideration	11	3.3864	3.16	.22636	1.992	.074	.37689
Contingent rewards	11	3.4318	2.99	.44182	3.000	.013	.48850
Management by Exception (Active)	12	2.000	1.58	.42000	1.284	.226	1.13318
Management by exception (Passive)	12	.7500	1.07	-.32000	-2.451	.032	.45227
Laissez-faire	12	.2708	.61	-.33917	-3.123	.010	.37626
Extra Effort	12	3.4167	2.79	.62667	3.405	.006	.63763
Effectiveness	11	3.4545	3.14	.31455	1.605	.140	.65017
Satisfaction	12	3.6250	3.09	.53500	4.280	.001	.43301

Table 10 *Teacher rating of leadership attributes of principals*

Attribute	N	Mean of teachers	Normative sample mean	Mean difference	t value	Significance (p value)	Standard Deviation
Idealized Influence (active)	420	2.9054	2.93	-.02464	-.475	.635	1.06282
Idealized Influence (Behavior)	402	2.9571	2.73	.22709	5.531	.000	.82313
Inspirational Motivation	415	3.1265	2.97	.15651	3.623	.000	.88001
Intellectual Stimulation	398	2.6250	2.76	-.13500	-2.794	.005	.96389
Individualized Consideration	402	2.4478	2.76	-.33224	-6.484	.000	1.02740
Contingent rewards	405	2.9502	2.84	.11025	2.373	.018	.93713
Management by Exception (Active)	395	2.2190	1.67	.54899	12.592	.000	.86648
Management by exception (Passive)	417	1.5318	1.02	.51177	11.111	.000	.94056
Laissez-faire	404	1.0532	.66	.39322	7.943	.000	.99500
Extra Effort	423	2.7825	2.78	.00251	.045	.964	1.15378
Effectiveness	409	2.9334	3.09	-.15663	-2.921	.004	1.08451
Satisfaction	429	2.9394	3.09	-.15061	-2.727	.007	1.14378

### Pearson Correlation

The Pearson correlation test was conducted to answer the research question 2: To what extent, if any, does a relationship exist between perceived trust and transformational leadership attributes of the school leader?. A mean score of the questions on the MLQ pertaining to transformational leadership was



obtained, which was correlated with the mean score of the trust in principals. The Pearson correlation was .128, which although not a strong relationship, was statistically significant ( $p=.020$ ,  $n$  for trust = 327,  $n$  for leadership =346) which indicates that there is a positive directional relationship between trust and transformational leadership attributes. This relationship was less than expected by the researcher.

The answer to research question 4: How can school leaders engender trust. improve relationships, and improve the perceptions of their leadership skills? is found in Chapter V, "Recommendation for Practice."

#### Summary of Data

There are four leadership attributes that comprise transformational leadership. They include idealized influence (active and behavior), inspirational motivation, intellectual stimulation, and individualized consideration. In all of these with the exception of individualized consideration, the principals rated themselves higher than the normative sample mean. As the teachers perceived the principals in these areas, they rated them higher than the normative sample mean in idealized influence (behavior) and inspirational motivation. According to Gillespie and Mann (2001) idealized influence is the key to other transformational leadership behaviors. Inspirational motivation refers to the principals' behavior in terms of providing meaning and challenge to the teachers' work, stimulating individual and team spirit, and the articulation of a compelling vision of the future and expression of confidence that goals will be met.

The transactional leadership attributes, namely, contingent rewards, management-by-exception (active), and management-by-exception (passive), were perceived by the teachers as above the mean of the normative sample. Laissez-faire was also perceived as higher than the normative mean. The outcomes of effectiveness and satisfaction were perceived lower than the normative sample mean, and the outcome of extra effort was not statistically significantly different.

The principals rated themselves as follows: contingent rewards-higher than the normative sample mean; management-by-exception (active) - no statistically significant difference, management-by-exception (passive) and laissez-faire leadership- lower than the normative sample mean. The outcomes of extra effort and satisfaction were rated higher than the normative sample mean and the outcome of effectiveness was not statistically significantly different from the normative sample mean.

There was a statistically significant, although not strong, relationship, between trust and leadership. There is a positive directional relationship between trust and transformational leadership attributes.

The mean for trust in the principals is not statistically significantly different from the normative sample mean. When the score is standardized according to the scoring key (Hoy, 2006), the trust in principals is about average compared to other schools.

## Chapter V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

There is no doubt in the research literature that the principal and his/her leadership plays a crucial role in every aspect of school effectiveness. Marzano (2003) links leadership to school reform. Mazzeo (2003) describes the principal as key to teacher quality and student learning. National reports (Farkas, Johnson, Duffet, Foleno, & Foley, 2001) and the US Senate Committee Report (1970) cite the principal as the critical and most influential person in school improvement and achievement.

Building trust is the most important skill leaders need to improve organizations (Bulach, 1999, Saxl, Miles, Lieberman, 1989,). Covey (1991, p. 31) stated that trust is the root of success or failure and the bottom line in business, education, industry, and government. Friedman (2006) believes that the more people trust each other or their leaders, the more likely they will work well together and thus trust is an advantage in a society where complex problems are solved by people connected horizontally.

Ames-BeBraux (1998) supported Bass and Avolio (2004) as well as Bennis and Nanus (1985) that transformational leaders have followers who have

trust in them to overcome any obstacle, and that transformational leaders direct the energies of their organizational members toward a common vision through the trust placed in them.

The purpose of this research was to examine leadership attributes of elementary and middle school principals in an Abbott district and determine if there is a relationship between leadership attributes and trust in the principal. The researcher also wanted to examine how the principals' perceptions of their own leadership attributes compared with the normative sample. In addition, the teachers' perceptions of the principals' leadership attributes were compared to the normative sample as well. The researcher also wanted to examine the relationship between leadership attributes and trust.

In Chapter II, the literature on leadership, especially transformational leadership and trust were reviewed. In Chapter III, details on the methodology employed in this study were described. In Chapter IV, the data was reported. The research was driven by the following questions:

What attributes of leadership (transactional, transformational, or laissez faire) are perceived by teaching staff members and how do these leadership attributes impact the perceived trust of the principal?

To what extent, if any, does a relationship exist between perceived trust and transformational leadership attributes of the school leader?

How do these leadership attributes compare with the normative sample of the leadership instrument, and does school district environment play a role?

How can school leaders engender trust and improve relationships and improve the perceptions of their leadership skills?

### Conclusions

*Idealized Influence (Active and Behavior).* As reported in Chapter IV, the means for Idealized Influence (Active) and Idealized Influence (Behavior) for the principals as they perceived themselves, were higher than the normative sample. Idealized influence (Active) refers to the leader's ability to instill pride in others for being associated with him/her, going beyond self-interest for the good of the group, acting in ways that build respect, and displaying a sense of power and confidence. Idealized Influence (Behavior) refers to leaders talking about their most important beliefs and values, emphasizing the importance of having a collective sense of mission, and considering the moral and ethical consequences of decisions.

Interestingly, when the means for these two attributes were compared with the teachers' perceptions, the mean for Idealized Influence (Active) was not statistically different from the normative sample mean. This means that the teachers perceive their principals as confident, worthy of respect, having confidence, and going beyond self interest for the good of the group. Teachers as

a whole perceived their principals as someone with whom they would want to be associated.

*Idealized Influence (Behavior).* The comparison of the mean for the attribute of Idealized Influence (Behavior) with the mean of the normative sample revealed that the teachers' perceptions of their principals was significantly higher than the normative sample. This difference was statistically significant. This indicates that the principals are doing a good job in expressing and sharing their values and beliefs, having a strong sense of purpose, emphasizing the importance of a collective mission, and making decisions while considering the moral and ethical consequences of these decisions.

*Inspirational Motivation.* The principals' rating of themselves was significantly higher than the normative sample mean on the attribute of Inspirational Motivation. This difference was statistically significant. Inspirational motivation refers to the principal's ability to behave in such a way as to motivate those around them by providing meaning and challenge to the work. The principals perceive themselves as those that talk optimistically about the future and articulate a compelling vision of the future while expressing confidence that goals will be met.

What is most interesting is that the teachers rated their principals significantly higher than the normative sample mean for this attribute as well. This difference was statistically significant. While it is not uncommon for people (the principals) to perceive themselves as above average, the fact that the

teachers' perceptions are statistically significant in terms of how they view their principals is of interest. This attribute refers to the principals' behavior in terms of providing meaning and challenge to the teachers' work, stimulating individual and team spirit, and the articulation of a compelling vision of the future and expression of confidence that goals will be met. A sense of optimism and enthusiasm are evident.

*Intellectual Stimulation.* There was a statistically significant difference in the principals rating of themselves for the attribute of Intellectual Stimulation and that of the normative sample mean. This refers to the principals' ability to stimulate followers' efforts to solve problems in new, creative, and innovative ways. The principals as a whole group believe that they encourage their teachers to reframe problems and look at new ways to solve these problems.

However, the mean of the teachers' perceptions of their principals in the area of Intellectual Stimulation was significantly *lower* than the normative sample mean. This difference was statistically significant. Whereas the principals believe they do encourage their teachers to be innovative and creative, the teachers do not perceive their principals in the same way.

*Individual Consideration.* There was not a statistically significant difference between the mean for the principals rating themselves in the area of Individual Consideration and that of the normative sample mean. This means that the principals believe that they do what most leaders do in terms of attending to

individuals' needs for growth and achievement. The principals believe they coach and help the teachers develop their strengths.

However, the teachers' perception is that the principals *do not* spend time coaching and teaching. This was actually evident when tabulating the surveys. There was a statistically significant negative difference in the normative sample mean and the mean for teachers' perceptions of the principals' attribute Individual Consideration.

*Transactional Leadership Attributes.* Transactional leadership refers to the exchange of work for something else such as wages or rewards. The traits attributed to transactional leadership are contingent rewards and management-by-exception, both active and passive.

#### *Contingent Reward*

The mean for Contingent Reward for the principals rating themselves was significantly higher than the normative sample mean. This difference was statistically significant. This means that the principals perceive themselves as leaders who clarify expectations, express satisfaction when expectations are met, and provide recognition when goals are achieved.

The mean for Contingent Reward for the group of principals as perceived by teachers was significantly higher than the normative sample mean. This difference was statistically significant. Thus, the teachers' perceptions are similar



to the principals, and they also believe their efforts are recognized by their principals.

*Management by Exception.* There were no statistically significant differences between the mean of the group of principals as they perceived themselves and the normative sample mean. This style of leadership implies the close monitoring of mistakes and then the taking of corrective action (punishments) for being out of compliance with expected, specified standards. Therefore, the principals as a group do not perceive themselves as focusing attention on the negative and keep track of all mistakes and failures any more than the normative sample group of leaders.

However, the mean for Management by Exception (Active) for the group of principals as perceived by teachers was significantly higher than the normative sample mean. The difference was statistically significant. The mean for Management by Exception (Passive) for the group of principals as perceived by teachers was also statistically significantly higher than the normative sample mean. Active management-by-exception describes a leader who closely monitors procedures and performance, and keeps track of mistakes or takes action when irregularities are identified. Passive management-by-exception occurs when the leader takes action only after becoming aware of problems that are brought to his/her attention or when procedures are not being followed. Management-by-exception focuses more on punishment and negative feedback. This style of leadership has a negative effect on desired outcomes (Avolio & Bass, 2004).

*Laissez-faire Leadership.* The mean of the principals rating themselves for Laissez-Faire Leadership was significantly less than the normative sample mean. This difference was statistically significant. This means that the principals as a group believed that they are involved when important issues arise, and are available when needed. Their perception is that they do not avoid making decisions, and they do not delay responding to urgent questions.

However, the mean for Laissez-Faire Leadership for the group of principals as perceived by teachers was significantly higher than the normative sample mean. This difference was statistically significant. It means that the teachers perceive the principals “once in a while,” as opposed to never, being absent when needed or when important issues arise (On the Likert scale 1= once in a while; 0= never.)

### Outcomes

*Extra Effort.* The mean of the group of principals as they rated themselves for Extra Effort was significantly higher than the normative sample mean. This difference was statistically significant. Extra effort refers to the principal’s ability to get others to do more than they expected to do, increase others’ desire to try harder and to succeed (Avolio & Bass, 2004).

There was no statistically significant difference in how the teachers perceived the principals as compared with the normative sample mean. That

means that the teachers perceive that the principals get them to do more than is expected, and increase their desire to try harder and succeed.

*Effectiveness.* There was no statistically significant difference between the mean for Effectiveness for the group of principals as perceived by themselves and the normative sample mean. The principals perceive that the faculty and staff can carry on effectively without their direct involvement.

However, the mean for Effectiveness for the group of principals as perceived by teachers was significantly lower than the normative sample mean. This difference was statistically significant. The researcher interprets this as that the teachers prefer having the principal directly involved and may be underestimating their own capacity to carry on the operations of the school without a leader. The questions that dealt with effectiveness asked teachers to answer if the principal was effectiveness in meeting job-related needs, representing the teachers effectively to a higher authority, meeting organization requirements, and leading a group that is effective. These questions may be perceived in many different ways by the respondents. Similarly, the questions for “satisfaction” such as “works with me in a satisfactory way” and “uses methods of leadership that are satisfactory” may mean different things to different respondents.

*Satisfaction.* The mean for Satisfaction for the group of principals as rated by themselves was significantly higher than the normative sample mean. This

difference was statistically significant. The principals as a group, satisfied with their leadership skills and ability to work with others.

The mean for Satisfaction for the group of principals as perceived by teachers was significantly lower than the normative sample mean. This difference was statistically significant. This suggests that the teachers' perception of the principals' leadership skills and ability to work with others may be an area to work on.

#### Summary of Leadership Attributes/Recommendations

The principals as a group rated themselves higher than the normative sample in the following transformational leadership attributes: Idealized Influence (active and behavior), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The principals as a group rated themselves higher than the normative sample in the transactional leadership attribute Contingent Rewards. They rated themselves lower than the normative sample mean in Management-by-Exception (passive) and Laissez-faire leadership. In Management-by-Exception (active) there was no statistically significant difference between the normative sample mean and how the principals rated themselves.

In the attribute of Idealized Influence (active) there was no statistically significant difference between the normative sample mean and the teachers' perception of their principals. In the attribute of Idealized Influence (behavior),

the teachers perceived their principals to be higher than the normative sample. This transformational attribute is one where the principals excel. The teachers perceive the principals as worthy of confidence and want to identify with these leaders and their mission, develop strong feelings about them, and “invest much trust and confidence” in them (Avolio & Bass, 2004, p. 6). In this district, it is noteworthy that many of the principals have been in the system for many years, have worked as vice-principals, and truly know the community. One principal, in an informal conversation, said he now has children of HIS students in the school! Perhaps this explains the high level of confidence and trust in these principals.

The other area that teachers’ perceptions were higher than the normative sample was in Inspirational Motivation. This attribute refers to the principals’ behavior in terms of providing meaning and challenge to the teachers’ work, stimulating individual and team spirit, and the articulation of a compelling vision of the future and expression of confidence that goals will be met. A sense of optimism and enthusiasm are evident.

In the other attributes of transformational leadership, Intellectual Stimulation and Individualized Consideration, the teachers’ perception of the principals was lower than the established norm. Therefore, a recommendation would be to encourage the principals to foster teachers’ thinking of new ways to solve problems. Faculty advisory committees or site-based committees where teachers’ input on decision-making is valued may be advisable to help dispel this perception.

Another recommendation would be to have staff development for principals in how they can attend to individual needs and provide coaching for staff members. Some staff members may need more encouragement; others may need firmer standards or more task structure, while others thrive in autonomy. It is up to the principal to demonstrate behaviors that recognize individual differences. In all fairness to the principals in this study, one-third of them have only been principal of this school for a year, and getting to really know the staff takes time. In addition, since the district has many consultants in literacy, mathematics, science, and social studies, perhaps the teaching staff looks to these people as coaches rather than their principals. In reality, given the many duties of the principal, coaching and teaching is probably not high on a principal's priority list. The principals are supported by subject area supervisors whose job is to teach and coach teachers. Some principals, however, feel that instructional leadership is paramount, and utilize teacher meeting time to as staff development. If changing this perception is important, then the principals must find a way to take time to meet individualized needs of staff members.

In each area of transactional leadership (Contingent Reward, Management- by-Exception, both active and passive), the teachers perception of these attributes were higher than the normative sample. The recommendation would be to have the principals focus on their strengths- idealized influence and inspirational motivation, to enable the staff to meet goals and follow the mission and vision of the schools, rather than contingent rewards or punishments. However, Burns (1978) states that use of contingent rewards in a charismatic or

inspirational manner can be a significant component of transformational leadership.

Since the outcome of Extra Effort is not statistically different from the normative sample mean, this is also strength of the principals. The recommendation would be to use this strength and ability to motivate the staff to enhance the other two areas of satisfaction and effectiveness. Having staff development for the principals to examine leadership attributes and styles would be helpful to make them more aware of the impact of leadership on teacher satisfaction. Wetherell (2002) found that a principal's years of experience has an impact on teacher job satisfaction

#### Relationship between Trust and Leadership

The data reveals that there is a positive, although not strong, correlation between the transformational leadership attributes and trust. This result was not what was expected by the researcher. However, the fact that the correlation is significant means that the relationship is unlikely to reverse itself and become negative. These results appear to refute the work of Gillespie and Mann (2001) and Mannion (1999). Mannion studied only secondary schools and found that high transformational leadership scores on the MLQ were predicted by high trust scores. Mannion found that high trust in the principal does not translate into high trust in the organization or in increased trust among the faculty.

Gillespie and Mann (2001) studied research and development teams and found that an active leadership style characterized by transformational leadership, consultative leadership, and contingent rewards behaviors substantially and positively correlated to trust. Shared common values had the highest association with trust, followed by consultative leadership, charisma, and idealized influence (Gillespie & Mann, 2001). Their findings support Posner and Kouzes (1988) who found that all transformational leadership behaviors are significantly associated with trust. Although intellectual stimulation was positively associated with trust, it was less strong than for other transformational leadership behaviors (Gillespie & Mann, 2001). The authors assume that team members working in research and development are intrinsically motivated by the nature of their work, and thus the leader's intellectual stimulation is less crucial for establishing trust. This may not be the case in an educational setting.

### Recommendations for Practice

To answer the research question: How can school leaders engender trust and improve relationships and improve the perceptions of their leadership skills? the following suggestions are offered.

There is much professional development in this district, including a great deal of support for new teachers, and several half days and full days built into the district calendar for the entire staff. However, staff development for the principals, especially for new principals and discussion of leadership and the importance of trust would be helpful.



The following specific ideas, are taken from Liantos (1992), who in turn cites from several sources on transformational leadership including Sagor, Leithwood, Leithwood and Jantzi, and Poplin. Some of the strategies for transformational principals include: visiting each classroom every day and encouraging teachers to visit each other's classes, involving the staff in forming school goals and creating a school vision in the beginning of the year; actively seeking different viewpoints and interpretations; seeking innovative solutions, and keeping the group on task while not imposing his/her own perspective; letting the teachers experiment and share new ideas; posing questions and giving the staff something to think about; providing staff development for his/her teachers that meet their needs and is relevant to the school, sharing power by using school improvement teams and involving the staff by giving everyone responsibilities, such as chairing a committee or involving them in school governance; letting teachers know they are responsible for all students, not just their own classes; publicly recognizing the work of students and staff who have contributed to school improvement; writing notes of appreciation to individuals expressing appreciation for special efforts; finding the good things that are happening, surveying the staff often about their wants and needs; being receptive to teachers' attitudes, using active listening and showing people that he/she truly cares about them; having high expectations for teachers and students and giving 100% oneself; hiring teachers who want to be actively involved in school decision making and who are committed to collaboration; using bureaucratic mechanisms to support teachers, such as finding money for a project or providing time for

collaborative planning during the workday; and protecting teachers from the problems of limited time and excessive paperwork (Liontos, 1992).

### Recommendations for Policy

Abbott districts are often perceived by others as low achieving and having poor teachers and mediocre leadership. The data in this study suggests that the principals are perceived highly in the leadership attributes of idealized influence and inspirational motivation.

The teachers perceive the principals as being able to communicate a vision, set high expectations, focus efforts, articulate shared goals and share a mutual understanding of what is right and important. Leaders with the attribute of idealized influence have followers who want to identify with them and their mission. Followers develop strong feelings about them, and “invest much trust and confidence” in them (Avolio and Bass, 2004, p. 6). These feelings are associated with trust and respect of the leader (Taylor & Rosenbach, 2000).

Additionally, one might expect trust in leadership to be lower than in non-Abbott districts. The fact that it is not lower than the instrument mean is important. The data suggests that the principals are trusted and can motivate their faculty to achieve a mission. The researcher found that the principals have worked in the district for many years, and have been promoted from within. All of them had prior experience as teachers and vice principals in the district. Some principals had the parents of their students when they were teachers! Because of

the familiarity principals have with the district and the families, it appears that they engender trust and have earned the respect of their staff.

The data suggests that the district continue its policy and practice of hiring from within for school leadership positions and that they continue to encourage and provide professional development opportunities such as the aspiring administrator classes to prepare leaders for the future. The data supports the notion of ‘local fit’ and that principals may be more successful if they understand and are part of the local school culture.

#### Implications for Further Research

This study was conducted in a large, urban Abbott district. It would be interesting to administer the same survey questionnaire to principals and teaching staffs of rural and suburban districts as well as those in other district factor groups to see if the results are the same.

The research could be conducted by collecting the data in a different way. A paired t test could be done if the teachers completed the trust survey and leadership surveys together. Individual principal data could also be analyzed to assist the principal in learning where his/her perceived strengths or areas to work on are.

The leadership traits of individual principals could be examined to determine if there is a link between leadership traits and student achievement. Similarly, trust in the principal, trust in clients, and trust in colleagues could be

examined as well to determine if there is a relationship between trust within the school (other than in the principal) has an effect on student achievement. Hoy (2002) found that stronger faculty trust in students and parents explained 33% of the variance in student achievement.

Sergiovanni (1990) suggests that student achievement can be "remarkably improved" by transformational leadership. Finally, Sagor found that schools where teachers and students reported a culture conducive to school success had a transformational leader as its principal. Mitchell and Tucker (1992) believe that transformational leadership should be seen as only one part of a balanced approach to creating high performance in schools.

Another implication for further research would be to see if there are any gender differences between leadership traits and trust. Another study could be done to see if there is any relationship between leadership traits, trust, and years of experience.

The attributes of transformational leadership could be studied to determine the effect of leadership style on school climate and teacher instructional practices.

Evidence of the effects of transformational leadership, according to Leithwood (1992), is "uniformly positive." He cites two findings from his own studies: (a) transformational leadership practices have a sizable influence on teacher collaboration, and (b) significant relationships exist between aspects of

transformational leadership and teachers' own reports of changes in both attitudes toward school improvement and altered instructional behavior.

### Concluding Remarks

As stated earlier, teachers perceived the principals highest in the attribute of Idealized Influence (Behavior). Gillespie and Mann (2001) posit that this attribute is the key to transformational leadership behavior and the building of trust.

Although the correlational analyses and previous research (Butler and Cantell, 1999, Posner and Kouzes, 1988) indicate each transformational leadership behaviour is associated with trust when treated in isolation, the regression results suggest that once Idealized Influence, Common values, and Consultative leadership are taken into account, the remaining transformational leadership behaviours do not add significantly to the prediction of trust. That is, only one transformational leadership behaviour, Idealised influence, made a significant unique contribution to the prediction of trust. Idealised influence, the communication of important values and a collective vision to team members, is highly interconnected with other transformational behaviors. Indeed, as Butler and Cantell highlighted, in a practical sense, it would be difficult for a leader to practice one transformational leadership behaviour without engaging to some extent in the

other transformational behaviours. Further, these transformational behaviors share in the variance they account for in trust in the leader. In sum, Idealised influence can be viewed as the key to a set of leadership practices which elicit the trust and confidence of followers (Gillespie & Mann, 2001, p. 19).

Avolio and Bass (2004) agree that followers want to identify with these leaders and their mission, develop strong feelings about them, and “invest much trust and confidence” in them. “By stirring the imagination of others, a successful motivational leader often can prompt people to do extraordinary things- sometimes for no other reason than to seek his approval and praise” (Snair, 2007, p. 109). These principals are on their way to transforming their schools.

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## APPENDICES

## APPENDIX A

### Letter Requesting Permission to Conduct Research



29 Hatfield Street  
Caldwell, NJ 07006  
March 17, 2007

Dr. Nicholas Duva  
Associate Superintendent  
Planning, Accountability and Development  
Jersey City Public Schools  
346 Claremont Avenue  
Jersey City, NJ 07305

Dear Dr. Duva:

In addition to being the K-8 Science supervisor for the District, I am also a doctoral student at Seton Hall University enrolled in the executive Ed.D. program.

My dissertation topic is: The Perceived Trust of Elementary Principals and Leadership Style in an Abbot District in New Jersey. The purpose of the study is to investigate the relationship between trust within an organization (school) and transformational leadership on the part of the principal. Further, the type of leadership style that manifests itself when transformational leadership is acknowledged will be explored. Finally, strategies for engendering trust and improving relationships will be considered. My hypothesis is that where there is a high level of trust, there is transformational leadership on the part of the principal. Transformational leadership is the ability of a leader to inspire and motivate his/her followers to go "above and beyond" to achieve common goals. My study will also determine if there is a statistically significant difference between how the principal views his/her own leadership style, and how his/her faculty perceives it. An area of further study would be whether transformational leadership is related to student achievement. I am requesting your permission to conduct my research in the Jersey City Public School District pending approval of the Seton Hall Institutional Review Board

College of Education and Human Services  
Executive Ed.D. Program  
Tel. 973.275.2728  
400 South Orange Avenue • South Orange, New Jersey 07079-2685



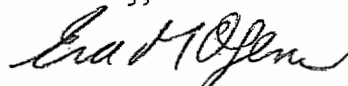
The research that I would like to conduct is quantitative in nature. I will be utilizing the Wayne K. Hoy Omnibus T Scale to measure trust, and the Bass and Avolio Multifactor Leadership Questionnaire to measure leadership style. Both are survey instruments using a Likert scale. After your anticipated approval to conduct the research, I will solicit volunteers from the pool of preK-8, preK-6, and middle (6-8) schools in Jersey City. If they agree to participate, as well as give approval for their teachers to participate on a voluntary basis, the instruments will be placed on an Internet web site, and teachers and principals can anonymously answer the survey questions. The schools will be coded as to protect the participants' identity. The teachers will be contacted via email and will be able to access the survey site and take the survey at any time within a frame of two weeks. The teachers will be sent an informed consent form with the nature of the study and reassurances that their answers will be anonymous and confidential. The data will be collected by me and then analyzed using a statistical software program (SPSS).

The data will be analyzed in the dissertation without referring to specific schools, other than their codes, such as School A. The data will be securely stored on a flash drive under lock and key in my home.

I have completed the Application to Perform Research in the Jersey City Public Schools. Information on the reliability and validity as well as samples of the instruments is included in my application.

I am planning to conduct this research in May-June so that almost a full school year will have been completed to allow the faculty and principal the most time to develop relationships. I would greatly appreciate your prompt attention to this request, and would appreciate an opportunity to respond to any questions or concerns you may have. I would appreciate a letter granting permission on your letterhead for the purposes of verification. Thank you very much for your attention and assistance in this matter. I will look forward to the opportunity to share the results of my research with you.

Sincerely,



Eva M. Ogens

eogens@jcboe.org

## APPENDIX B

### Letter Granting Permission to Conduct Research



# THE JERSEY CITY PUBLIC SCHOOLS

346 CLAREMONT AVENUE  
JERSEY CITY, NJ 07305



Nicholas A. Duva, Ph.D.  
Associate Superintendent  
Planning, Accountability and Development

Telephone – (201) 915-6211  
Fax – (201) 435-4609  
e-mail – [nduva@jcboe.org](mailto:nduva@jcboe.org)

Eva M. Ogens  
29 Hatfield Street  
Caldwell, NJ 07006

April 2, 2007

Dear Ms. Ogens:

Per district Standard Operating Procedure #2.021, permission is granted for you to conduct your proposed study, "The Perceived Trust of Elementary and Middle Principals and Leadership Style in an Abbott District in New Jersey."

Your study is to be completed as described in your application. Please notify me as to which schools will be participating.

We look forward to reviewing your findings. If you require anything further as you conduct your research, please contact this office.

Sincerely,

Nicholas A. Duva, Ph.D.  
Associate Superintendent  
Planning, Accountability and Development  
The Public Schools of Jersey City  
346 Claremont Avenue  
Jersey City, NJ 07305  
Phone: 201-915-6211  
Fax: 201-435-4609  
eMail: [nduva@jcboe.org](mailto:nduva@jcboe.org)

## **APPENDIX C**

### **Letter of Solicitation to Principals**



May, 2007

Dear Principal:

As you are aware, as a doctoral student at Seton Hall University enrolled in the executive Ed.D. program, I am ready to begin my research.

You may remember based upon my previous discussion with you that my dissertation topic is: The Perceived Trust of Elementary and Middle School Principals and Leadership Style in an Abbot District in New Jersey. The purpose of the study is to investigate the relationship between trust within a school and transformational leadership on the part of the principal. Further, the type of leadership style that emerges when transformational leadership is acknowledged will be explored. Finally, strategies for engendering trust and improving relationships will be considered. My hypothesis is that where there is a high level of trust, there is transformational leadership on the part of the principal. Transformational leadership is the ability of a leader to inspire and motivate his/her followers to go "above and beyond" to achieve common goals. My study will also determine if there is a statistically significant difference between how the principal views his/her own leadership style, and how his/her faculty perceives it. This study is based on perception of the teachers as well as your own perception of your leadership style.

The research that I would like to conduct is quantitative in nature. I will be utilizing the Wayne K. Hoy Omnibus T Scale to measure trust, and the Bass and Avolio Multifactor Leadership Questionnaire to measure leadership style. Both are survey instruments using a Likert scale. (strongly agree to strongly disagree on a scale of 1 to 6).

Enclosed please find the Multifactor Leadership Questionnaire for Leaders to rate their leadership style. Please return the survey to me in the enclosed self-addressed, stamped envelope by **May 31, 2007**. **By completing the survey, you are indicating your consent to participate. If you do not wish to participate, simply do not return the survey.**

The data will be analyzed in the dissertation without referring to specific schools, other than their codes, such as School A. The data will be securely stored under lock and key in my home. Please be assured that your answers will be kept confidential. No names of any participants or schools will be published in the dissertation. The data will be kept secure under lock and key and will be destroyed after three years. All responses will be kept confidential. There are no risks or monetary benefits in this study. The project has been approved by the Jersey City State District Committee for Approving Research in Jersey City. The project has been reviewed by the Seton Hall University Institutional Review Board (IRB) for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subjects' privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be contacted at (973) 313-6314.

Seton Hall University  
Institutional Review Board

College of Education and Human Services  
Executive Ed.D. Program  
Tel. 973.275.2728

Expiration Date

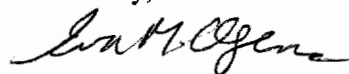
MAY 10 2007

400 South Orange Avenue • South Orange, New Jersey 07079-2685

MAY 10 2008

Thank you for your participation in my endeavors. I would greatly appreciate your prompt attention to this request, and would appreciate an opportunity to respond to any questions or concerns you may have. If you have any questions or concerns, please feel free to contact me at (973) 632-3969 or email address at [eogens@jcboe.org](mailto:eogens@jcboe.org). Thank you very much for your attention and assistance in this matter. I will look forward to the opportunity to share the results of my research with you.

Sincerely,



Eva M. Ogens  
[eogens@jcboe.org](mailto:eogens@jcboe.org)

Seton Hall University  
Institutional Review Board

**MAY 10 2007**

**Approval Date**

**Expiration Date**

**MAY 10 2008**

## APPENDIX D

### Letter of Solicitation to Teachers

From: EVA OGENS  
To:

Date: Wed, May 16, 2007 12:51 PM  
Subject: Doctoral research survey

May 16, 2007

Dear Elementary Teacher or School Staff Member:

I am a doctoral student at Seton Hall University enrolled in the Executive Ed.D. program. My dissertation topic is: The Perceived Trust of Elementary and Middle Principals and Leadership Style in an Abbot District in New Jersey. The purpose of the study is to investigate the relationship between trust within a school and transformational leadership on the part of the principal. This study is based on perception of the teachers as well as the principal's own perception of his/her leadership style.

I have received permission from the Superintendent and your principal to conduct this research and am seeking volunteers to complete this study. There are two survey instruments which can be answered on line. The first is the Omnibus T scale which measures trust based on a Likert scale (strongly agree to strongly disagree on a scale of 1 to 6). The second is the Multifactor Leadership Questionnaire (MLQ) which also uses a Likert scale ranging from "not at all" to "frequently, if not always." The surveys should take about 20 minutes to complete. By completing the surveys, you are indicating your consent to participate.

If you do not wish to participate, simply do not complete the surveys.

If you have any questions or concerns, or if you would like to receive an abstract of this study, please feel free to contact me at (973) 275-2728 at the College and leave a message or email address at [eogens@jcboe.org](mailto:eogens@jcboe.org).

Thank you for your participation in my endeavors. The surveys should take about 20 minutes to complete. If you are willing to participate in this study, please go the following websites to complete the surveys.  
**PLEASE BE SURE TO COMPLETE BOTH SURVEYS (Trust AND Leadership).**

TRUST IN SCHOOL COMMUNITY:

<http://tltc.shu.edu:80/servlets/asset.AssetSurvey?surveyid=2048>

Please use the password: **trust**. Please be sure to use lower case letters.

LEADERSHIP STYLE OF THE PRINCIPAL:



<http://tltc.shu.edu:80/servlets/asset.AssetSurvey?surveyid=2049>

Please use the password: **leader**. Please be sure to use lower case letters.

Sincerely,  
Eva M. Ogens

Eva M. Ogens  
K-8 Science Supervisor

**APPENDIX E**

**Permission to Use Copyrighted Material**

**(The Multifactor Leadership Questionnaire by Bass & Avolio, 2004)**

**nd garden**1690 Woodside Road, Suite 202 Redwood City, CA 94061  
650-261-3500 fax 650-261-3505 www.mindgarden.comDate: January 28, 2008

To whom it may concern,

This letter is to grant permission for: Eva Ogens  
to use the following copyright material;Instrument: Multifactor Leadership Questionnaire 3<sup>rd</sup> EditionAuthor: Bruce J. Avolio and Bernard M. BassCopyright: 1995, 2000, 2004 by Bernard Bass and Bruce Avolio  
for her/his thesis research.In addition, five (5) sample items from the instrument may be reproduced for inclusion in a  
proposal, thesis or dissertation.

The entire measure may not at any time be included or reproduced in other published material.

Sincerely,

Electronically signed by

Valorie Keller  
Mind Garden, Inc.

Sales Receipt #3905

## APPENDIX F

### Sample Questions from Multifactor Leadership Questionnaire

# Multifactor Leadership Questionnaire

## Rater Form

Name of Leader: \_\_\_\_\_ Date: \_\_\_\_\_

Organization ID #: \_\_\_\_\_ Leader ID #: \_\_\_\_\_

This questionnaire is used to describe the leadership style of the above-mentioned individual as you perceive it. Answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously.

**Important (necessary for processing): Which best describes you?**

- ☐ I am at a higher organizational level than the person I am rating.  
☐ The person I am rating is at my organizational level.  
☐ I am at a lower organizational level than the person I am rating.  
☐ Other than the above.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

*The Person I Am Rating...*

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 1.  | .....   | 0 | 1 | 2 | 3 | 4 |
| 2.  | .....   | 0 | 1 | 2 | 3 | 4 |
| 3.  | .....   | 0 | 1 | 2 | 3 | 4 |
| 4.  | .....   | 0 | 1 | 2 | 3 | 4 |
| 5.  | .....   | 0 | 1 | 2 | 3 | 4 |
| 6.  | Talks about his/her most important values and beliefs.....      | 0 | 1 | 2 | 3 | 4 |
| 7.  | .....   | 0 | 1 | 2 | 3 | 4 |
| 8.  | Seeks differing perspectives when solving problems.....         | 0 | 1 | 2 | 3 | 4 |
| 9.  | .....   | 0 | 1 | 2 | 3 | 4 |
| 10. | Instills pride in me for being associated with him/her.....     | 0 | 1 | 2 | 3 | 4 |
| 11. | .....   | 0 | 1 | 2 | 3 | 4 |
| 12. | .....   | 0 | 1 | 2 | 3 | 4 |
| 13. | Talks enthusiastically about what needs to be accomplished..... | 0 | 1 | 2 | 3 | 4 |
| 14. | .....   | 0 | 1 | 2 | 3 | 4 |
| 15. | Spends time teaching and coaching.....                          | 0 | 1 | 2 | 3 | 4 |

Continued • •

APPENDIX G

Omnibus T Scale for Trust (Wayne K. Hoy)

# Omnibus T-Scale

## DIRECTIONS:

The following are statements about your school. Please indicate the extent to which you agree with each statement along a scale from strongly disagree (1) to strongly agree (6).

	Strongly Disagree					Strongly Agree
1. Teachers in this school trust the principal .....	1	2	3	4	5	6
2. Teachers in this school trust each other.....	1	2	3	4	5	6
3. Teachers in this school trust their students.....	1	2	3	4	5	6
4. The teachers in this school are suspicious of most of the principal's actions.....	1	2	3	4	5	6
5. Teachers in this school typically look out for each other .....	1	2	3	4	5	6
6. Teachers in this school trust the parents .....	1	2	3	4	5	6
7. The teachers in this school have faith in the integrity of the principal.....	1	2	3	4	5	6
8. Teachers in this school are suspicious of each other .....	1	2	3	4	5	6
9. The principal in this school typically acts in the best interests of teachers .....	1	2	3	4	5	6
10. Students in this school care about each other .....	1	2	3	4	5	6
11. The principal of this school does not show concern for the teachers.....	1	2	3	4	5	6
12. Even in difficult situations, teachers in this school can depend on each other.. ..	1	2	3	4	5	6
13. Teachers in this school do their jobs well .....	1	2	3	4	5	6
14. Parents in this school are reliable in their commitments .....	1	2	3	4	5	6
15. Teachers in this school can rely on the principal.....	1	2	3	4	5	6
16. Teachers in this school have faith in the integrity of their colleagues .....	1	2	3	4	5	6
17. Students in this school can be counted on to do their work .....	1	2	3	4	5	6
18. The principal in this school is competent in doing his or her job.....	1	2	3	4	5	6
19. The teachers in this school are open with each other.....	1	2	3	4	5	6
20. Teachers can count on parental support. ....	1	2	3	4	5	6
21. When teachers in this school tell you something, you can believe it.....	1	2	3	4	5	6
22. Teachers here believe students are competent learners.....	1	2	3	4	5	6
23. The principal doesn't tell teachers what is really going on.....	1	2	3	4	5	6
24. Teachers think that most of the parents do a good job.....	1	2	3	4	5	6
25. Teachers can believe what parents tell them.....	1	2	3	4	5	6
26. Students here are secretive.....	1	2	3	4	5	6

Table 5 Common Items for Trust Scale (Elementary and Secondary)

Faculty Trust in Principal	Facet of Trust
<ol style="list-style-type: none"> <li>1. Teachers in this school trust the principal</li> <li>2. The teachers in this school are suspicious of most of the principal's action.*</li> <li>3. The principal of this school does not show concern for teachers.*</li> <li>4. The principal in this school typically acts in the best interests of teachers.</li> <li>5. Teachers in this school can rely on the principal.</li> <li>6. The principal in this school keeps his or her word.</li> <li>7. The teachers in this school have faith in the integrity of the principal.</li> <li>8. The principal in this school is competent in doing his or her job.</li> <li>9. The principal doesn't really tell teachers what is going on.*</li> <li>10. The principal openly shares personal information with teachers.</li> </ol>	<p>Vulnerability Vulnerability Benevolence Reliability Reliability Honesty Honesty Competence Openness Openness</p>
Faculty Trust in Colleagues	
<ol style="list-style-type: none"> <li>1. Teachers in this school trust each other.</li> <li>2. Teachers in this school are suspicious of each other.*</li> <li>3. Teachers in this school typically look out for each other.</li> <li>4. Even in difficult situations, teachers in this school can depend on each other.</li> <li>5. Teachers in this school do their jobs well.</li> <li>6. When teachers in this school tell you something you can believe it.</li> <li>7. Teachers in this school have faith in the integrity of their colleagues.</li> <li>8. Teachers in this school are open with each other.</li> </ol>	<p>Vulnerability Vulnerability Benevolence Reliability Competence Honesty Honesty Openness</p>
Faculty Trust in Clients (students and parents)	
<ol style="list-style-type: none"> <li>1. Teachers in this school trust their students.</li> <li>2. Teachers in this school trust parents.</li> <li>3. Students in this school care about each other.</li> <li>4. Teachers can count on parental support.</li> <li>5. Students in this school are reliable</li> <li>6. Students in this school can be counted on to do their work.</li> <li>7. Parents in this school are reliable in their commitments.</li> <li>8. Teachers here believe that students are competent learners</li> <li>9. Teachers think that most of the parents do a good job.</li> <li>10. Students in this school cheat if they have a chance.*</li> <li>11. Teachers believe what parents tell them.</li> <li>12. Teachers in this school believe what students say.</li> <li>13. Students here are secretive.*</li> </ol>	<p>Vulnerability Vulnerability Benevolence Benevolence Reliability Reliability Reliability Competence Competence Honesty Honesty Honesty Openness</p>

\* = Reverse Scored